Report of the
Department of Public
Instruction, Bombay
1870-71

3702
11-50-19

BOMBAY BRANCH
OF THE
ROYAL ASIATIC SOCIETY.
TOWN HALL, BOMBAY.

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REPORT

OF THE

DEPARTMENT OF PUBLIC INSTRUCTION

FOR THE YEAR 1870-71.

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Expenditure.

The actual expenditure of the Department during the year 1870-71 was as follows :—

On what account.	From Imperial Funds.			From Local Funds.			Total.		
	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.
Direction and subsidiary charges	* 43,118	9	11	660	0	0	43,778	9	11
Inspection do do. ...	†1,44,762	5	0	27,763	4	9	1,72,525	9	9
Instruction (including all Educational expenditure not coming under the above heads)	‡7,60,157	15	8	11,14,320	10	5½	18,74,478	10	1½
Total.....	9,48,038	14	7	11,42,743	15	2½	20,90,782	13	9½

* This includes Salaries and Travelling Allowances (Rs. 35,398) drawn by the Director of Public Instruction and his establishment, amount spent on Contingencies (Rs. 5,776-1-2) and for Books issued gratis (Rs. 1,941-9-11).

† This includes Salaries drawn by Inspectors, Assistant Inspectors, Deputy Inspectors, and Assistant Deputy Inspectors, and their establishments, also Travelling Allowances and Contingencies.

‡ This includes Salaries of Professors and Masters, Scholarships, actual expenses of the Book Department (after deducting the proceeds [Rs. 52,312-10-6] of sale of Books, &c. repaid into the Treasury during the year), Translation Department, Grants for building School-houses, Grants-in-Aid to Private Institutions, Contingencies, Expenditure on Education from Dakshina Fund, and other miscellaneous charges.

N. B.—The expenditure of Rs. 9277-5-11 on account of the Reporter on the Native Press, Rs. 4,014-7-9 on account of compilation of Government Gazetteer, and Rs. 4,939-6-4 on account of Dakshina to Brahmans and allowance to the Dakshina Examiner, is not entered, as these are not Educational charges.

2. The total expenditure as contrasted with that of last year is shown below :—

	1869-70.	1870-71.	Increase.	Decrease.
	Rs. a. p.	Rs. a. p.	Rs. a. p.	
From Imperial Funds	8,91,573 0 1	9,48,038 14 7	56,465 14 6	.....
From Local Funds	9,17,313 10 11	11,42,743 15 2½	2,25,430 4 3½	.....
Total	18,08,886 11 0	20,90,782 13 9½	2,81,896 2 9½	.....

3. The following table explains the variation in Imperial Expenditure :—

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	1869-70.			1870-71.			Increase.			Decrease.		
	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.
Direction and subsidiary charges	39,920	4	1	43,118	9	11	3,198	5	10	.....		
Inspection and ditto	1,32,381	9	9	1,44,762	5	0	12,380	11	3	.....		
Instruction (including all Educational expenditure not coming under the above heads)	7,19,271	2	3	7,60,157	15	8	40,886	13	5	.....		
Total	8,91,573	0	1	9,48,038	14	7	56,465	14	6	.....		
Detail of variation on Instruction.												
Government Colleges and Schools — General	4,23,446	5	4	4,30,491	12	3	7,045	6	11	.....		
Government Colleges and Schools — Special	1,11,429	0	4	96,033	8	2	.....			15,395	8	2
Grants-in-Aid to Private Colleges and Schools — General	60,967	13	2	81,896	9	10	20,928	12	8	.....		
Grants-in-Aid to Private Colleges and Schools — Special	22,411	5	2	24,442	13	10	2,031	8	8	.....		
Special Allowances to European and Eurasian Students	19,821	2	3	12,839	12	0	.....			6,981	6	3
Special Grant-in-Aid to the Diocesan Board of Education for its school at Panchganny, being half the estimated cost of the school during the first year of its existence	.....			2,750	0	0	2,750	0	0	.....		
Charges on account of Lectures in the Bombay Mechanics' Institution	.....			250	0	0	250	0	0	.....		
Translation Department	10,507	9	8	10,683	11	0	176	1	4	.....		
Book Department	38,046	4	5	17,284	15	3	.....			20,761	5	2
Encouragement to Literature	9,079	7	6	20,766	3	9	11,686	12	3	.....		
Building	18,453	0	11	56,155	4	1	37,702	3	2	.....		
Expenditure on Education from Dakshina Fund	3,509	1	6	3,383	5	6	.....			145	12	0
Allowance to Drs. Bühler and Kielhorn for purchase of Sanskrit Manuscripts	1,600	0	0	3,200	0	0	1,600	0	0	.....		
	7,19,271	2	3	7,60,157	15	8	84,170	13	0	43,283	15	7
Add—Charges on account of Direction and Inspection	1,72,301	13	10	1,87,880	14	11	15,579	1	1	.....		
Total	8,91,573	0	1	9,48,038	14	7	99,749	14	1	.....		
						Deduct Decrease	43,283	15	7	.....		
						Net Increase	56,465	14	6	.....		

The larger expenditure of public money is due to the following causes :—

(1). The increase to the salaries of Inspectors, Principals, and Professors drawn by permission of the Government of India according to the new graded scale.

(2). There is a large increase in the amount drawn as Grants-in-Aid according to results : partly because more money was earned, and partly because the grants of the year were all drawn within the year.

(3). The public grants for School-buildings and for the Encouragement of Literature were once more fully employed. Expenditure under these heads had been rigidly reduced in 1869-70 at the desire of Government.

(4). The increase under Inspection is chiefly due to full salaries being drawn instead of acting allowances, and to similar accidental causes.

4. The expenditure from Local Funds during the year under report is shown in contrast with that of 1869-70 in the following table, which is arranged in the same way as that in last year's Report. It must be remembered that the Central Division has been divided into two. The increased expenditure of Local Funds reflects the expansion of education in Native States as well as in the British Districts. In the latter the increase is due to improved pay to Vernacular Masters, to a larger expenditure on training Vernacular Teachers, to the opening of new Schools, and, above all, to a large increase in expenditure on Buildings.

Divisions.	1869-70.	1870-71.	Increase.	Decrease.
Central Division.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
From 1. Fees of Imperial* Schools	97,385 2 0	1,09,083 12 9	11,698 10 9	.....
2. Educational Cess Fund (including Fees of Cess Schools)	2,21,296 4 3	1,69,334 13 10	.....	51,961 6 5
3. People's Subscriptions to Schools	3,114 15 10	643 8 5	.....	2,471 7 5
Ditto ditto to School-buildings	2,700 15 0	2,187 10 0	.....	513 5 0
4. Assignments from Municipal Funds	2,071 15 8	4,935 2 1	2,863 2 5	.....
5. Endowment Funds, viz :—				
Elphinstone Funds	39,755 1 3	27,429 9 3	.....	12,325 8 0
Grant Medical College Fund	2,670 12 0	3,493 1 0	822 5 0	.....
Dhoolia High School Fund	2,872 14 8	.....	.....	2,872 14 8
Other Minor Funds	1,109 0 0	3,338 3 6	2,229 6 6	.....
Total.....	3,72,977 0 8	3,20,445 12 10	17,613 5 8	70,144 9 6
North-East Division.				
From 1. Fees of Imperial Schools	Figures for 1869-70 are included in those of the Central Division.	8,834 8 3	8,834 8 3	.....
2. Educational Cess Fund (including Fees of Cess Schools)		1,22,014 11 9	1,22,014 11 9	.....
3. People's Subscription to Schools		2,994 9 6	2,994 9 6	.....
4. Ditto ditto to School-buildings		590 8 0	590 8 0	.....
5. Assignments from Municipal Funds		646 6 9	646 6 9	.....
6. Endowment Funds:—				
Dhoolia High School Fund		2,983 10 2	2,983 10 2	.....
Total.....	.....	1,38,064 6 5	1,38,064 6 5	.....
Total of Central and North-East Divisions.....	3,72,977 0 8	4,58,510 3 3	1,55,677 12 1	70,144 9 6

* Imperial Schools are Government Schools which have each a separate grant of Imperial money, and are thus distinguished from the Government Schools supported from the lump grant to Vernacular Education, the fees of which are credited to the Educational Cess Fund.

Divisions.	1869-70.	1870-71.	Increase.	Decrease.
Northern Division.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
From 1. Fees of Imperial Schools	12,210 14 11	13,894 0 0	1,683 1 1	.....
2. Educational Cess Fund (including Fees of Cess Schools	2,11,731 11 9	2,13,753 15 0	2,022 3 3	.....
3. People's Subscriptions to Schools	2,235 0 0	2,183 13 6	.....	51 2 6
Ditto ditto to School-buildings	.....	3,561 9 6	3,561 9 6	.....
4. Assignments from Municipal Funds	7,986 15 9	8,160 5 8	173 5 11	.....
5. Endowment Funds, viz :—				
Gujarath Provincial College Fund	1,983 1 7	5,356 8 8	3,373 7 1	.....
Other minor Funds	1,237 5 8	1,237 6 9	0 1 1	.....
6. Funds of Native States :—				
Kathiawad Educational Fund	61,738 11 7	84,161 15 2	22,423 3 7	.....
Rewa Kanta Educational Fund	1,159 12 9	708 10 9	.....	451 2 0
Total.....	3,00,283 10 0	3,33,018 5 0	33,236 15 6	502 4 6
Southern Division.				
From 1. Fees of Imperial Schools	13,604 13 2	4,492 0 5	.....	9,112 12 9
2. Educational Cess Fund (including Fees of Cess Schools)	93,977 4 3	1,43,215 3 2	49,237 14 11	.....
3. People's Subscriptions to Schools	2,101 0 4	2,267 11 2	166 10 10	.....
Ditto ditto to School-buildings	3,473 5 9	5,655 15 1	2,182 9 4	.....
4. Assignments from Municipal Funds	2,606 9 3	2,470 6 7	.....	136 2 8
5. Endowment Funds :—				
Belgaum Sirdars' High School Fund	5,656 15 1	8,245 1 11	2,588 2 10	.....
Dharwar English School Fund	220 0 0	240 0 0	20 0 0	.....

	Kolhapur	52,267	1	1	72,613	12	0½	40,346	10	11½	.....	
	Meeruj	3,549	12	5	2,929	8	0	.....			620	4 5
	Mudhol	1,529	10	8	21,985	6	1	20,455	11	5	.....	
	Local Funds of these States	3,682	11	7	6,154	3	3	2,471	7	8	.....	
	Total	1,62,669	3	7	2,70,269	3	8½	1,17,469	3	11½	9,869	3 10
	Sind Division.											
From 1.	Sind Scholarship Fund	1,116	12	5	720	0	0	.....			396	12 5
2.	School Fee Fund	9,411	3	7	7,880	13	5	.....			1,530	6 2
3.	Educational Deposit or Municipal Fund	20,763	5	7	18,752	10	8	.....			2,010	10 11
4.	One-anna or Local Cess Fund	50,092	7	1	53,592	11	2	3,500	4	1	.....	
	Total	81,383	12	8	80,946	3	3	3,500	4	1	3,937	13 6
	Grand Total	9,17,313	10	11	11,42,743	15	2½	3,09,884	3	7½	84,453	15 4
							Deduct Decrease	84,453	15	4		
							Net Increase	2,25,430	4	3½		

Educational Cess Fund in this Statement comprises the whole Fund administered by the District Local Fund Committees.

5. The total sum (exclusive of balances) which formed the administrable income of the Educational Department in 1870-71 was--

	Rs.	a.	p.
Imperial Grant	9,48,038	14	7
Fees of all classes of Government Schools	2,28,615	3	1
*Educational Rate or Cess...	7,20,326	12	10
Funds of Native States	1,81,349	1	4½
People's Subscriptions	48,097	4	0
Assignments of Municipal Funds	36,644	5	11
†Endowment Funds	38,006	15	11
Miscellaneous Receipts	229	1	7
Total.....	22,01,307	11	3½
Deduct—Imperial Grant ...	9,48,038	14	7
Total of Fund raised locally.	12,53,268	12	8½

The return made to me of the expenditure by managers of Private Schools from their own resources during the year is—

	Rs.	a.	p.
Central Division	2,57,230	4	6
North-East Division	3,707	10	0
Northern Division	89,098	6	7
Southern Division	14,060	15	3
Sind	29,578	11	4
Total.....	3,93,675	15	8

* The Educational rate or cess is one-third of the anna levied for local purposes in addition to each rupee of land-assessment.

† Interest of Funds; Fees of Endowed Institutions not included.

The total amount of local income is therefore Rupees 16,46,914-12-4½, and the local expenditure (including Reserve invested during the year, Rs. 52,223-8-1) is Rupees 15,88,643-6-11½.

It will be discovered by any one who examines these figures that the expenditure of school fees and educational cess or school rates is one lakh less than the income, and it may be erroneously inferred that the department has more money than is needed for its objects.

It is easy to show that this is not the truth. In the first place, there is still on record an order of Government to accumulate a whole year's income as a reserve fund. This has only just been effected at the end of 1870-71, and I gathered from the highest authority in March last that it was no longer desired. But in the meantime half the surplus lakh above noted was transferred to invested reserve. The rest represents the sum by which the actual expenditure of the year fell short of the expenditure proposed when the Budgets were prepared some months before. The agency for erecting school-buildings had not been very clearly established, and in other matters the expenditure of the funds is a new branch of administration, and can only be perfectly organized by degrees. If a district committee fails to build all the school-houses it proposed to build, part of the funds provided of course appears as an unexpended balance. Income, again, has not yet reached a fixed point, as it will when the cess is everywhere levied in full. It is certainly better, while local cess finance is being consolidated, to be well within the income. I should have deemed this explanation needless if a dangerous reputation of superfluous wealth had not been associated on one occasion during the past year with the Educational Local Fund.

The position in which the whole of the reserve or balance in hand of the Educational Local Cess Fund will stand at the

end of another year (March 31st, 1872) if the expenditure proposed by the district committees is effected, will appear from the following table:—

Balance March 31st, 1871.	Income, 1871-72.	Total.	Estimated Expenditure, 1871-72.	Estimated Balance, March 31st, 1871-72.
Rs.	Rs.	Rs.	Rs.	Rs.
8,07,110	8,11,570	16,18,680	10,32,556	5,86,124

It is to be borne in mind that the Treasury makes no advances to Local Fund, and therefore that a sum sufficient to meet disbursements until the income of the year comes in must be held in hand at the beginning of the year. This premised, it is clear that the Educational Local Fund possesses no superfluous balance whatever.

Nor is it in truth even adequate to the work it has to do. Seeing that with the help of the public grant it educates about 120,000 children at a cost of 5,00,000 rupees, it is clear that the Rs. 1,00,000 of income not used this year might, if fully employed, and met by a public grant, bring up the whole number of children under primary instruction to 144,000. But this number is only one in seventy-two of the purely rural population, to whose benefit the local cess is restricted by law, and justly, for they pay it. I take the rural population at 10½ millions, and this simple calculation proves beyond contention that the fund cannot educate a satisfactory proportion even of them. To suppose that after educating the villagers, it can also hand over a surplus for the wants of the townspeople (whom I estimate at 3 millions, including Bombay) is clearly a profound misconception of its capacity.

6. *Objects of Expenditure on Instruction during the year* 1870-71. (This Table now shows the various sources of expenditure, and it will be seen that, excepting a few Scholarships, the Educational Cess Fund is not spent on Colleges or High Schools.)

	Expenditure.										
	From Imperial Funds.	Fees.	Interest of Endowments.	Private Contributions.	Municipal Contributions.	Educational Cess Fund.	Gujarat Provincial College Fund.	Belgaum High School Fund (including the School Fees.)	Funds of Native States.	Total of Local Funds.	Grand Total.
I.—Colleges and Schools under the Government Educational Department.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs a. p.
Colleges.											
Elphinstone College (Endowed)	43,186 4 8	9,243 3 6	21,108 11 7	.....	.....	.....	.....	.....	.....	30,351 15 1	73,538 3 9
Deccan College	46,167 10 10	1,333 0 0	110 0 0	.....	.....	.....	.....	.....	.....	1,443 0 0	47,610 10 10
Poona Civil Engineering College	41,102 9 5	1,677 8 0	267 5 4	.....	.....	.....	.....	.....	.....	1,974 13 4	43,077 6 9
Grant Medical College	7,278 11 1	.....	3,493 1 0	.....	.....	.....	.....	.....	.....	3,493 1 0	10,771 12 1
Law School	8,571 3 3	.....	2,246 14 2	.....	.....	.....	.....	.....	.....	2,246 14 2	10,818 1 5
Gujarathi Provincial College (Endowed)	.....	.....	.....	.....	.....	.....	5,356 8 8	.....	.....	5,356 8 8	5,356 8 8
Total	1,46,306 7 3	12,253 11 6	27,256 0 1	.....	.....	.....	5,356 8 8	.....	.....	44,866 4 3	1,91,172 11 6
High Schools.											
Elphinstone High School (Endowed)	6,086 0 1	32,681 5 4	4,457 3 5	.....	.....	.....	.....	.....	.....	37,138 8 9	43,224 8 10
Poona High School	13,066 1 6	7,468 5 5	.....	.....	.....	216 0 0	.....	.....	.....	7,684 5 5	20,750 6 11
Surat ditto	10,749 2 7	3,550 2 7	.....	.....	.....	774 4 8	.....	.....	.....	4,324 7 3	15,073 9 10
Ahmedabad ditto	11,686 3 8	1,979 5 5	.....	.....	2,080 0 0	561 8 0	.....	.....	.....	4,620 13 5	16,307 1 1

	Expenditure.										
	From Imperial Funds.	Fees.	Interest of Endowments.	Private Contributions.	Municipal Contributions.	Educational Cess Fund.	Gujarat Provincial College Fund.	Belgaum High School Fund (including the School Fees.)	Funds of Native States.	Total of Local Funds.	Grand Total.
I.—Colleges and Schools under the Government Educational Department—*continued.*	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
High Schools.—contd.											
Ratnagiri High School..	7,650 8 8	3,170 11 3	.....	.....	148 5 4	593 5 4	.....	.....	.....	3,912 5 11	11,562 14 7
Belgaum High School (Endowed)	5,358 0 0	.....	1,265 0 0	.....	.....	.....	.....	6980 1 11	.....	8,245 1 11	13,603 1 11
Dhulia High School	5,977 6 4	.....	2,983 10 2	.....	.....	.....	.....	.....	.....	2,983 10 2	8,961 0 6
Ahmednagar High School (aided from Local Funds)	2,687 9 2	2,244 3 5	.....	.....	147 3 11	2,748 15 4	.....	.....	.....	5,140 6 8	7,827 15 10
Rajkote High School (Native State).....	.....	.....	.....	.....	.....	.....	.....	.....	8,350 8 3	8,350 8 3	8,350 8 3
Kolhapur High School (Native State)	.....	.....	.....	.....	.....	.....	.....	.....	11,319 2 8	11,319 2 8	11,319 2 8
Hydrabad High School.	3,526 1 5	1,275 10 2	.....	.....	389 15 7	3,978 4 2	.....	.....	.....	5,643 13 11	9,169 15 4
Karachi High School ...	3,556 2 1	2,099 7 10	.....	.....	1,320 0 0	3,433 10 3	.....	.....	.....	6,853 2 1	10,409 4 2
Total.....	70,343 3 6	54,469 3 5	8,705 13 7	.....	4,085 8 10	12,305 15 9	.....	6980 1 11	19,669 10 11	1,06,216 6 5	1,76,559 9 11
Middle Class Schools, 1st Grade.											
Imperial Schools (26) ...	37,561 13 2	26,473 7 7	240 0 0	502 13 6	6,558 7 2	13,639 5 0	.....	.....	.....	47,414 1 3	84,975 14 5
Endowed Schools (5) ...	4,581 12 10	5,659 10 5	1,837 6 9	1,910 0 0	40 0 0	55 14 11	.....	.....	.....	9,503 0 1	14,084 12 11
Foreign State Schools (2)	.....	.....	.....	.....	.....	.....	.....	.....	4,203 0 5	4,203 0 5	4,203 0 5
Vernacular Grant Schools (14).....	6,877 10 6	12,565 1 1	.....	.....	1,290 0 0	1,482 0 0	.....	.....	.....	15,327 1 1	22,204 11 7

Foreign State Schools(22)	.....	.....	.....	.....	.....	.....	.....	.....	.....	14,370 14 1	14,370 14 1	14,370 14 1
Total.....	33,981 14 11	9,428 6 3	84 0 0	2,100 9 10	11,066 12 4	46,576 6 9	.....	.....	14,370 14 1	83,627 1 3	1,17,609 0 2	
Total Middle Class Schools	83,003 3 5	54,116 9 4	2,161 6 9	4,513 7 4	18,935 3 6	61,753 10 8	.....	.....	18,574 4 6	1,60,074 10 1	2,43,077 13 6	
Lower Class Schools.												
(British.)												
For Boys	1,77,841 11 1	17,765 8 4	.....	4,168 9 11	8,934 8 9	4,25,964 4 2	.....	.....	.....	4,56,882 15 2	6,34,724 10 3	
For Girls	9,114 6 3	506 6 0	.....	9 4 0	2,508 0 0	27,198 9 2	.....	.....	.....	30,222 3 2	39,336 9 5	
Total.....	1,86,956 1 4	18,271 14 4	.....	4,177 13 11	11,492 8 9	4,53,162 13 4	.....	.....	.....	4,87,105 2 4	6,74,061 3 8	
(Foreign.)												
For Boys	.....	1,857 0 4	.....	.....	.....	.....	.....	.....	63,782 10 6	65,639 10 10	65,639 10 10	
For Girls	.....	.....	.....	.....	.....	.....	.....	.....	2,763 9 6	2,763 9 6	2,763 9 6	
Total.....	.....	1,857 0 4	.....	.....	.....	.....	.....	.....	66,546 4 0	68,403 4 4	68,403 4 4	
Total Lower Class Schools	1,86,956 1 4	20,128 14 8	.....	4,177 13 11	11,492 8 9	4,53,162 13 4	.....	.....	66,546 4 0	5,55,508 6 8	7,42,464 8 0	
Vernacular Training Colleges.												
Ahmedabad.....	7,040 7 10	.....	.....	.....	.....	9,330 0 0	.....	.....	.....	9,330 0 0	16,370 7 10	
Poona.....	11,005 0 0	148 12 6	.....	.....	.....	3,885 10 8	.....	.....	.....	4,034 7 2	15,039 7 2	
Belgaum	4,925 7 9	70 0 0	.....	.....	.....	6,393 13 10	.....	.....	.....	6,463 13 10	11,389 5 7	
Total.....	22,970 15 7	218 12 6	.....	.....	.....	19,609 8 6	.....	.....	.....	19,828 5 0	42,799 4 7	

	Expenditure.										
	From Imperial Fund.	Fees.	Interest of Endowments.	Private Contributions.	Municipal contributions.	Educational Cess Fund.	Gujarat Provincial College Fund.	Belgaum High School Funds (including the School fees).	Funds of Native States.	Total of Local Funds.	Grand Total.
I.—Colleges and Schools under the Government Educational Department—*continued.*	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Vernacular Training Schools.											
Hydrabad	1,846 10 4	.....	.....	.....	.....	2,385 10 8	.....	.....	.....	2,385 10 8	4,232 5 0
Sukkar	2,049 15 5	.....	.....	.....	.....	1,840 13 10	.....	.....	.....	1,840 13 10	3,890 13 3
Rajkote (Native State)	.....	.....	.....	.....	.....	.....	.....	.....	3,559 11 3	3,559 11 3	3,559 11 3
Kolhapur ditto	.....	.....	.....	.....	.....	.....	.....	.....	4,966 2 4	4,966 2 4	4,966 2 4
Total	3,896 9 9	.....	.....	.....	.....	4,226 8 6	.....	.....	8,525 13 7	12,752 6 1	16,648 15 10
Female Training Schools.											
Bombay	8,364 5 10	.....	.....	.....	.....	.....	.....	.....	.....	.....	8,364 5 10
Poona	2,521 0 0	.....	.....	.....	.....	703 8 0	.....	.....	.....	703 8 0	3,224 8 0
Total	10,885 5 10	.....	.....	.....	.....	703 8 0	.....	.....	.....	703 8 0	11,588 13 10
Sind Engineering School at Hydrabad	1,328 1 3	.....	.....	.....	.....	2,182 7 6	.....	.....	.....	2,182 7 6	3,510 8 9
II.—Private Institutions receiving Aid from Government.											

Middle Class Schools, Girls'	4,045 0 0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4,045 0 0
Lower Class do.	1,939 4 0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,939 4 0
Total.....	60,830 4 0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	60,830 4 0
Scholarships for European and Eurasian Boys in High Schools and Colleges	12,839 12 0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	12,839 12 0
B. Not on the system of payment by results.												
General. Bombay Education Society's Byculla Schools	6,056 5 10	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	6,056 5 10
Ditto ditto Poona Branch Schools	2,520 0 0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,520 0 0
Sir Jamsetji Jejeebhoy Parsee Benevolent Institution Schools	6,000 0 0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	6,000 0 0
Rastamji Jamsetji Gujarati Schools	3,500 0 0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3,500 0 0
Female Schools in Poona aided from Dakshina Fund	900 0 0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	900 0 0
Carried forward.....	18,976 5 10	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	18,976 5 10

* These were granted to boys who had passed a certain standard and were studying under certain conditions. They are, therefore, grants by results.

	EXPENDITURE.										
	From Imperial Funds.	Fees.	Interest of Endowments.	Private Contributions.	Municipal Contributions.	Educational Cess Funds.	Gujarat Provincial College Fund.	Belgaum High School Fund (including the School Fees.)	Funds of Native States.	Total of Local Funds.	Grand Total.
II.—PRIVATE INSTITUTIONS RECEIVING AID FROM GOVERNMENT—*continued.*	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
B. Not on the system of payment by results—continued.											
Brought forward.....	18,976 5 10	.....	.....	.....	.....	.....	.....	.....	.....	.....	18,976 5 10
Special. Sir Jamsetji Jejeebhoy School of Art.	11,000 0 0	.....	.....	.....	.....	.....	.....	.....	.....	.....	11,000 0 0
Special. David Sassoon Reformatory.....	13,442 13 10	.....	.....	.....	.....	.....	.....	.....	.....	.....	13,442 13 10
Special Grants-in-Aid to the Diocesan Board of Education for its School at Panchgunny, being half the estimated cost of the School during the first year of its existence	2,750 0 0	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,750 0 0
Special Capitation Allowance to Africans at Sharanpoor.....	2,090 0 0	.....	.....	.....	.....	.....	.....	.....	.....	.....	2,090 0 0
Charges on account of Lectures in the Bombay Mechanics' Institution.....	250 0 0	.....	.....	.....	.....	.....	.....	.....	.....	.....	250 0 0
Total.....	48,509 3 8	.....	.....	.....	.....	.....	.....	.....	.....	.....	48,509 3 8

| | | |

7. Results of Expenditure on Instruction during 1870-71 showing number of Schools, Scholars, and Average Attendance in all grades:—

	Number of Colleges or Schools.	Average monthly number on the Rolls throughout the year.	Average Daily Attendance.	Ratio of Average Daily Attendance to average monthly number
I.—Colleges and Schools under the Government Educational Department.				
Colleges.				
Elphinstone College (Endowed)	1	196	132	·67
Deccan College.....	1	77	68	·88
Poona Civil Engineering College	1	128	109	·8
Grant Medical College	1	184	173	·
Law School	1	53·3	48·3	·
Gujarati Provincial College (Endowed)	1	30·6	22·0	·7
Total.....	6	668·9	552·3	·82
High Schools.				
Elphinstone High School (Endowed) .	1	657	561	·85
Poona do.	1	342	300	·88
Surat do.	1	270·4	216	·80
Ahmedabad do.	1	174	152	·87
Ratnagiri do.	1	211	182·8	·87
Belgaum do. (Endowed).	1	212·3	159	·74
Dhulia do.	1	128	100·4	·78
Ahmednagar do.	1	149	134	·89
Rajkote (Native State)	1	109·9	91·7	·84
Kolapur (do.)	1	261·75	236·5	·90
Hydrabad	1	100	85·	·85
Karachi	1	82·4	63·7	·77
Total.....	12	2,697·75	2,282·1	·84
Middle Class Schools, 1st Grade.				
Imperial Schools	32	3,769·89	3,145·351	·83
Endowed Schools				
Foreign State Schools.....	2	243·3	201·2	·82
Vernacular Grant Schools	12	881·0	744·2	·84
Total.....	46	4,894·19	4,090·751	·83

	Number of Colleges or Schools.	Average Monthly Number on the Rolls throughout the year.	Average Daily Attendance.	Ratio of Average Daily Attendance to Average Monthly Number.
I.—Colleges and Schools under the Government Educational Department—*continued.*				
Middle Class Schools, 2nd Grade.				
British Vernacular Grant Schools.....	90	10,812·8	8,545·3	·79
Foreign State Schools.....	21	2,444·2	1,838·2	·75
Total.....	111	13,257·0	10,383·5	·78
Lower Class Schools.				
British..... { Boys'	2,079	114,335·4	89,582·30	·78
{ Girls'	144	5,468·9	3,559·8	·65
Foreign ... { Boys'	305	18,065·57	13,725·30	·75
{ Girls'	15	614·4	327·3	·53
Total.....	2,543	138,484·27	107,194·70	·77
Vernacular Training Colleges.				
Ahmedabad	1	103·0	85·7	·83
Poona	1	80	76·18	·95
Belgaum	1	104·9	82·3	·78
Total.....	3	287·9	244·18	·84
Vernacular Training Schools.				
Hydrabad	1	24·5	19·2	·78
Sukkur	1	21·6	17·7	·81
Rajkote (Native State)	1	33·6	28·5	·85
Kolhapur do.	1	54	48	·88
Total.....	4	133·7	113·4	·84
Female Training Schools.				
Female Normal School, Bombay	1	36	9	·25
Ditto ditto Poona	1	18·8	16·1	·85
Total.....	2	54·8	25·1	·45
Sind Engineering School, Hydrabad...	1	18·16	16·29	·89
Total.....	2,728	160,496·67	124,902·321	·77

	Number of Colleges or Schools.	Average Monthly Number on the Rolls throughout the year.	Average Daily Attendance.	Ratio of Average Daily Attendance to Average Monthly Number.
II.—Private Institutions receiving Aid from Government.				
Colleges	2	No Returns	.....	...
High Schools	14	3,280·5	2,670·615	·81
Middle Class Schools	23	2,174·63	1,927·800	·88
Lower Class Schools	21	1,366·1	993·6	·72
Female Schools	23	2,173·7	1,668·2	·76
	83	8,994·93	7,260·215	·8
Special Schools.				
Sir Jamsetjee Jejeebhoy School of Art and Industry (The Drawing School)	1	76	55	·72
David Sassoon Industrial and Reformatory Institution	1	101	101	1
	2	177	156	·88
Total.....	85	9,171·93	7,416·215	·80
III.—Private Institutions not receiving Aid, but under Inspection only.				
High Schools	...	.....	.....	...
Middle Class Schools	17	1,268·75	1,028·95	·81
Lower Class Schools	156	6,007·4	4,797·5	·79
Girls' Schools	36	1,076·55	576·8	·53
Special Schools	5	49	45·75	·93
Total.....	214	8,401·70	6,449·	·76
Police and Jail Schools	9	60·6	51·5	·88
Grand Total.....	3,036	178,130·90	138,819·036	·78

8. Increase of Schools and Scholars during the year nder report.

Grades of Schools.	Number of Schools.				Number of Scholars at the end of the year.			
	1869-70.	1870-71.	Increase.	Decrease.	1869-70.	1870-71.	Increase.	Decrease.
Government Institutions.								
Colleges	6	6	...	...	612	627	15	...
High Schools	12	12	...	...	2,926	2,695	...	231
Middle Class Schools, 1st Grade	48	46	...	2	5,023	4,875	...	148
Ditto 2nd Grade	119	111	...	8	14,521	12,983	...	1538
Lower Class Schools, Boys'	2,151	2,384	233	...	123,841	132,739	8,898	...
Ditto Girls'	154	159	5	...	6,168	6,066	...	102
Training Colleges and Schools	7	7	...	..	336	456	120	...
Female Training Sch.	2	2	...	..	17	34	17	...
and Engineering School	1	1	...	..	13	22	9	...
Total	2,500	2,728	238	10	153,457	160,497	9,059	2019
Private Institutions receiving Aid from Government.								
Colleges	...	2	2	...	.....	14	14	...
High Schools	10	14	4	...	2,695	3,025	330	...
Middle Class Schools	25	23	...	2	2,604	2,445	...	159
Lower do	22	21	...	1	1,265	1,323	58	...
Girls' Schools	25	23	...	2	2,189	2,127	...	62
Special Schools. Sir Jamsetjee Jeejeebhoy School of Art and Industry	1	1	...	...	86	99	13	...
Special Schools. David Sassoon Industrial and Reformatory Institution	1	1	...	...	94	114	20	...
Total	84	85	6	5	8,933	9,147	435	221

Grade of Schools.	Number of Schools.				Number of Scholars at end of the year.			
	1869-70.	1870-71.	Increase.	Decrease.	1869-70.	1870-71.	Increase.	Decrease.
Private Institutions not receiving Aid, but under Inspection only.								
High Schools	...	...	...	...	.....	.....	...	...
Middle Class Schools...	14	17	3	...	1,336	1,241	...	95
Lower ditto ...	81	156	75	...	3,615	5,985	2,370	...
Female Schools	30	36	6	...	934	997	63	...
Special Schools	5	5	...	..	54	55	1	...
Total.....	130	214	84	...	5,939	8,278	2,434	
Police & Jail Schools..	9	9	...	...	187	*61	...	1
Grand Total.....	2,723	3,036	326	13	168,516	177,983	11,928	24

9. The net increase of Schools and Scholars is as follows:

	Schools.	Scholars.
Government Institutions	228	7,040
Aided Institutions.....	1	214
Inspected	84	2,339
	313	9,593
Deduct—Decrease in Police and Jail Schools.....	.....	126
Net Increase.....	313	9,467

* Exclusive of Scholars in Jail and Police Schools in the Central Divisi for which no return was received.

...tions on the system of payment by results:—

(E) denotes that the scholars are European or Eurasian.

No.	Name of Institution.	Average Number in attendance.	Number presented for examination.	Grant of 1869-70.	Grant of 1870-71.	Increase.	Decrease.	Rate of Grant per head of pupils presented.	Rate of Grant per head of average attendance.	Expenditure for the year on Instruction only.	Rate of Expenditure per head of pupils in average attendance.	Remarks.
	High Schools.			Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	
1	General Assembly's Institution Bombay	379	141	1,850 8 0	1,764 8 0	.....	86 0 0	12 8 2	4 10 5	9,499 10 4	25 1 0	
2	Free General Assembly's Institution Bombay	225	118	1,122 0 0	1,078 0 0	.....	44 0 0	9 2 2	5 12 7	10,953 8 0	48 10 10	
3	Church Missionary Society's (Robert Money) School Bombay	350·5	147	1,618 0 0	1,465 8 0	.....	152 8 0	9 15 6	4 2 10	16,008 4 0	45 10 9	
4	Scottish Education Society's High School, Fort, Bombay (E)	106·3	96	2,302 0 0	2,266 0 0	.....	36 0 0	23 9 8	21 5 0	*9,333 13 1	87 12 10	* Inclusive of cost of passage from England of a Head Master, Rs. 1,995-12-7.
5	St. Mary's Institution (Roman Catholic) at Mazagon, Bombay (E)	312	269	4,636 0 0	6,932 0 0	2,296 0 0	.....	25 12 3	22 3 5	14,360 0 0	46 0 4	† This includes all expenditure of the school, the managers reporting that it is impossible to separate charges for board and education.
6	Scottish Orphanage at Mahim, Bombay (E)	68·3	61	1,485 0 0	1,330 0 0	.....	155 0 0	21 12 10	19 2 10	†10,895 9 7	291 4 9	
7	Free Church Mission Institution, Poona	208·9	156	1,803 8 0	1,272 0 0	.....	531 8 0	8 2 5	6 1 5	6,047 7 4	28 14 8	
8	Baba Gokhale's School, Poona	367	255	.....	1,399 0 0	1,399 0 0	.....	5 7 9	3 12 11	5,553 11 3	15 2 1	

No.	Name of Institution.	Average Number in attendance.	Number presented for examination.	Grant of 1869-70.	Grant of 1870-71.	Increase.	Decrease.	Rate of Grant per head of pupils presented.	Rate of Grant per head of average attendance.	Expenditure for the year on Instruction only.	Rate of Expenditure per head of pupils in average attendance.	Remarks.
	High Schools—continued.			Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	
9	Irish Presbyterian Mission School, Ahmedabad	130	130	1,411 0 0	1,676 0 0	265 0 0	.....	12 14 3	12 14 3	5,684 0 0	43 11 7	
10	Ditto ditto Surat	179	165	1,689 8 0	1,536 8 0	.....	153 0 0	9 5 0	8 9 4	*6,501 14 7	36 5 2	*Two-thirds of the Rev. Mr. Dixon's time given to the school, not charged for in this estimate.
11	European and Indo-European School at Karachi under private managing committee(E).	91·4	70	2,004 0 0	1,656 0 0	.....	348 0 0	23 10 4	18 1 9	6,737 15 5	73 11 2	
12	Church Missionary Society's Anglo-Vernacular School, Karachi	88·215	49	626 8 0	813 8 0	187 0 0	.....	16 9 7	9 3 2	2,753 7 0	31 3 4	
13	Ditto ditto Hydrabad ...	98	59	622 0 0	980 8 0	358 8 0	.....	16 9 7	10 0 0	2,343 1 3	23 14 6	
	Total.....	2,603·615	1,716	21,170 0 0	24,169 8 0	4,505 8 0	1,506 0 0	14 1 4	9 4 6	1,15,672 5 10	44 6 9	
	Middle Class Schools.											
14	Indo-British Institution Boys' and Girls' Schools, Bombay(E)... Boys,	27·5	30	265 0 0	147 0 0	.....	118 0 0	4 14 4	5 5 6	†10,834 9 6	206 5 9	†This includes all expenditure of the school, the managers reporting that it is impossible to separate charges for education from those for board.
	Girls,	25	18	266 0 0	306 0 0	40 0 0	.....	17 0 0	12 3 10			
15	St. Stanislaus' (Roman Catholic) School at Bandora, Bombay (Portuguese).....	223	88	874 0 0	923 0 0	49 0 0	.....	10 7 9	4 2 2	6,381 0 0	28 9 9	
16	St. Xavier's (Roman Catholic) Boys' School, Esplanade, Bombay	350	191	1,861 0 0	2,177 0 0	316 0 0	.....	11 6 3	6 3 6	7,572 0 0	21 10 2	
17	Diocesan Board of Education's Colaba							16 14 7	14 3 7	3,781 0 0	93 2 0	

20	Scottish Education Society's Branch School at Byculla, Bombay (E)	73	64	376	0	0	1,038	0	0	662	0	0	.....	16	3	0	14	3	6	7,409	8	6	101	8	0
21	Diocesan Board of Education's Pensioners' School, Poona (E)	55·1	34	201	0	0	409	0	0	118	0	0	.....	12	0	5	7	6	9	1,490	14	0	25	6	9
22	Diocesan Board of Education's Bishop's School, Poona (E)	113·6	84	1,353	0	0	2,278	0	0	925	0	0	.....	27	1	10	20	0	10	7,590	8	0	66	13	1
23	St. Vincent's School (Roman Catholic) at Poona (E)	107	83	1,438	0	0	1,438	0	0	.....			.....	17	5	2	13	7	0	2,530	0	0	23	10	3
24	Diocesan Board of Education's European and Eurasian School at Sholapoor (E)	12·8	10	126	0	0	126	0	0	.....			.....	12	9	7	9	13	6	609	10	0	47	10	0
25	St. Elizabeth's (Roman Catholic) Convent School, Mazagon, Bombay (E)	49	39	.....			332	0	0	332	0	0	.....	8	8	2	6	12	4	3,660	0	0	74	11	1
26	Framji Motabhai's School, Surat	103	107	423	8	0	908	0	0	544	8	0	.....	9	0	9	8	15	5	.....			.....		
27	School belonging to the Society for the Propagation of the Gospel at Egatpur (E)	.....	...*	132	0	0	.....			.....			132	0	0	.....			.....			.....		
28	Church Missionary Society's English-Teaching School at Sharanpoor	57	41	133	0	0	182	0	0	49	0	0	.....	4	7	0	3	3	1	†2	0	0	0	0	6
29	Church Missionary Society's Anglo-Vernacular School at Sharanpoor †	86	83	786	8	0	928	0	0	141	8	0	.....	11	2	11	10	12	8	2,352	0	0	27	5	7
30	Roman Catholic Convent School, Belgaum (E)	84	69	537	0	0	706	0	0	169	0	0	.....	10	3	8	8	6	6	‡2,400	0	0	28	9	2
31	Pensioners' School, Belgaum (E)	43·10	44	698	0	0	698	0	0	30	0	0	.....	15	13	10	16	3	1	2,392	2	6	55	8	0
32	St. Patrick's (Roman Catholic) School, Karachi (E)	65	45	1,228	0	0	531	0	0	.....			697	0	0	11	12	9	8	2	8	2,530	0	0	18	10	8
33	Munora European and Eurasian English-Teaching School, under a committee of which the Master Attendant, Karachi, is the President (E)	23	14	.....			242	0	0	242	0	0	.....	17	4	5	10	8	3	744	0	0	32	5	5
	Total.....	1,616·70	1123	12,016	0	0	14,683	0	0	3,944	0	0	1,277	0	0	13	0	3	9	1	3	73,338	4	0	45	5	9

* The manager declined to have the school examined, as he believed that very few, if any, of the children would be able to pass.

† The Rev. W. S. Price gives two hours' instruction daily, for which he receives no pay from the school funds.

‡ Full time of two Assistant Teachers (Sisters) not paid from the school fund; eight months of one Assistant Teacher (Sister) not paid from the school fund.

No.	Name of Institution.	Average number in attendance.	Number presented for examination.	Grant of 1869-70.	Grant of 1870-71.	Increase.	Decrease.	Rate of grant per head of pupils presented.	Rate of grant per head of average attendance.	Expenditure for the year on Instruction only.	Rate of Expenditure per head of pupils in average attendance.	Remarks.
	Primary Schools.			Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	
34	Church Missionary Society's Vernacular School at Matoonga, Bombay	54	24	37 10 0	34 14 0	.....	2 12 0	1 7 3	0 10 4	321 0 0	5 0 3	
35	Church Missionary Society's Vernacular School at Malabar Hill, Bombay	.....	...	18 0 0	.....	.....	18 0 0	.....	.....	.....	.....	
36	Church Missionary Society's Vernacular School at Paidhuni, Bombay	57	29	36 14 0	48 8 0	11 10 0	.....	1 10 9	0 13 7	408 0 0	7 2 6	
37	Church Missionary Society's Vernacular School at Khetwadi, Bombay	46	35	38 0 0	52 4 0	14 4 0	.....	1 7 10	1 2 2	314 6 6	6 13 2	
38	Free Church Mission's Vernacular School at Poona	56·8	...	114 8 0	.....	.....	114 8 0	.....	.....	569 8 0	10 0 3	
39	Church Missionary Society's Vernacular School at Sharanpoor	97	63	115 6 0	169 12 0	54 6 0	.....	2 11 1	1 12 0	180 4 0	1 13 9	
40	Church Missionary Society's Vernacular Boys' School at Malligaum	73	39	111 2 0	104 14 0	.....	6 4 0	2 11 0	1 6 11	519 2 0	7 1 9	
41	Irish Presbyterian Mission No. 1, Ahmedabad	49	49	92 6 0	99 10 0	7 4 0	.....	2 0 6	2 0 6	545 5 0	6 1 4	The Mission Schools are superintended by the missionaries but there is no exact informa- to the
42	Ditto No. 2 ditto	40	40	62 2 0	68 2 0	6 0 0	.....	1 11 3	1 11 3			
43	Ditto No. 1 Gogo	76	36	59 12 0	73 10 0	13 14 0	.....	2 0 9	0 15 6	210 4 6	2 12 3	
44	Ditto No. 2 ditto	36	20	33 10 0	27 10 0	.....	6 0 0	1 6 1	0 12 3	115 9 5	3 3 4	

[illegible]	ditto	14	7	13 [illegible]	[illegible] 4 0	.....	3 12 0	1 5 2	0 10 7	104 9 7	7 7 6
51	Ditto No. 6	ditto	.....	...	14 4 0	.....	.....	14 4 0	.....	.....	.....	.....
52	Ditto Rajkote		43	18	31 8 0	35 4 0	3 12 0	.....	1 15 4	0 13 1	214 12 0	4 15 11
53	Dinsha Dosabhai's, Surat		.....	76	92 4 0	105 4 0	13 0 0	.....	1 6 2	.....	219 12 6	.....
54	Nassarwanji Punjiaji's, ditto		.....	...	62 8 0	.....	.....	62 8 0	.....	.....	.....	.....
55	Virbaiji Gujarathi School, Karachi		82	45	.....	.....	.....	.....	.....	.....	1,212 0 0	14 9 7
	Total.....		960·8	632	1,193 10 0	1,042 6 0	124 2 0	275 6 0	1 10 4	1 1 4	5,669 11 1	5 14 5
	Female Schools.											
56	Indo-British Institution Girls' School at Sonapoor, Bombay (E)		Included in the return of the Boys' School.									
57	St. Joseph's (Roman Catholic) Girls' School at Cavel, Bombay (E)		85	48	446 0 0	447 0 0	1 0 0	.....	9 5 0	5 4 1	3,241 0 0	37 2 0
58	St. Vincent's (Roman Catholic) Native Female Orphanage at Bandora, Bombay (E)		75	54	531 0 0	538 0 0	7 0 0	.....	9 15 4	7 2 9	4,726 0 0	63 0 2
59	Convent School (Roman Catholic) at Poona (E)		170	70	1,308 0 0	1,308 0 0	.....	.....	18 10 10	7 11 1	9,906 0 0	58 3 9
60	Diocesan Board of Education's (Bishop's) Girls' School, Poona (E)		41·3	25	309 0 0	469 0 0	160 0 0	.....	18 12 1	11 5 8	3,800 0 0	92 0 2
61	Free Church Mission's Anglo-Vernacular Girls' School at Poona		36	19	255 0 0	272 0 0	17 0 0	.....	14 5 0	7 8 10	1,239 8 0	34 6 8
62	Free Church Mission's Vernacular Girls' School, Aditwar Peith, Poona		67·8	...	119 10 0	.....	.....	119 12 0	.....	.....	773 6 9	11 6 6
63	Church Missionary Society's Vernacular Girls' School at Malligaum		22	18	.....	57 0 0	57 0 0	.....	3 2 8	2 4 5	159 12 0	7 4 2
64	Irish Presbyterian Mission No. 7 Girls', Surat		13	13	21 8 0	19 12 0	.....	1 12 0	1 8 4	1 8 4	128 3 2	9 13 9
65	Dinsha Dosabhai's Girls', Surat		.....	33	197 0 0	116 8 0	.....	80 8 0	38 6	.....	31 12 0	.....

ROYAL ASIATIC SOCIETY OF BRITISH INDIA

No.	Name of Institution.	Average number in attendance.	Number presented for Examination.	Grant of 1869-70.	Grant of 1870-71.	Increase.	Decrease.	Rate of grant per head of pupils presented.	Rate of grant per head of average attendance.	Expenditure for the year on Instruction only.	Rate of Expenditure per head of pupils in average attendance.	Remarks.
	Female Schools—continued.			Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	
66	Raichand Dipchand Girls', No. 1, Surat	66	46	180 4 0	175 12 0	.....	4 8 0	3 13 2	2 10 7	1,233 6 0	19 1 9	
67	Ditto ditto No. 2 ditto	56	48	160 12 0	189 8 0	28 12 0	.....	3 15 2	3 6 2			
68	Nassarwanji Punjiaji's Girls', Surat	.....	...	9 0 0	.....	.....	9 0 0	.....	.....	.....	.....	
69	Rao Bahadur Maganbhai Girls' No. 1 at Ahmedabad	62	43	173 12 0	180 4 0	6 8 0	.....	4 3 1	2 14 6	1,205 13 2	19 7 2	
70	Ditto No. 2 ditto	28	11	58 0 0	20 12 0	.....	37 4 0	1 14 2	0 11 10	204 4 7	7 4 9	
71	St. Patrick's Convent (Roman Catholic) School, Karachi (E).	86	45	.....	919 0 0	919 0 0	.....	20 6 8	10 10 10	.....	.....	
	Total	808·1	473	3,769 0 0	4,712 8 0	1,196 4 0	252 12 0	9 15 4	5 13 3	26,649 1 8	32 15 7	
	Grand Total	5989·215	3,949	38,148 10 0	44,607 6 0	9,769 14 0	3,311 2 0	11 4 8	7 7 2	2,21,329 6 7	36 15 3	
						Deduct Decrease	3,311 2 0					
						Net Increase	6,458 12 0					

Besides this, a special grant-in-aid of Rs. 2,750 was given to the Diocesan Board of Education for its school at Panchganny, being half the estimated expense of the school during the first year of its existence.

11. Awards are not always drawn in the year for which ney are made, and actual disbursements from the Budget rant of 1870-71 were as follows:—

	Rs.	a.	p.
Awards of 1869-70 paid in 1870-71	14,261	14	0
Awards of 1870-71 paid in that year ...	44,607	6	0
Grants to pupils for passing University Examinations	1,961	0	0
Total.....	60,830	4	0

12. The following table shows the Building operations uring the year under report. The expenditure is the noney drawn in this year only, not sums drawn for the ame buildings in previous years.

Division.	Commenced or carried on.	Completed.	Expenditure. Imperial.	Local.	Total.
New Buildings.			Rs. a. p.	Rs. a. p.	Rs. a. p.
ntral Division	20	8	7,933 5 4	26,121 11 8	34,105 1 0
rth-East Division	20	11	2,657 14 7	8,374 9 8	11,032 8 3
rthern ditto	55	46	3,456 1 8	31,267 9 6	34,723 11 2
ithern ditto	49	30	33,173 0 8	1,02,848 12 4½	1,36,021 13 0½
ad ditto	9	8	1,850 0 0	2,787 15 7	4,637 15 7
Total.....	153	103	49,120 6 3	1,71,400 10 9½	2,20,521 1 0½
lterations and Special and Ordinary Repairs.					
ntral Division.....	Number not given.		5,905 9 10	6,859 2 6	12,764 12 4
orth-East ditto	Do.		.....	5,042 15 9	5,042 15 9
orthern ditto	.....	5	.....	5,658 0 0	5,658 0 0
outhern ditto	Number not given.		1,129 4 0	7,875 4 0	9,004 8 0
nd ditto	Do.		.....	651 14 1	651 14 1
Total.....	.....	5	7,034 13 10	26,087 4 4	33,122 2 2
Grand Total.....	153	108	56,155 4 1	1,97,487 15 1½	2,53,643 3 2½

Besides this, a special grant of Rs. 2,750 was paid from the Educational Building Grant to the Diocesan Board of Education for its school at Panchganny.

Larger Educational buildings.

I may be allowed to dwell with satisfaction on the provision of buildings now being made for Colleges and High Schools, and not less because much of the work is contributed by Native Princes. At Rajkote the imposing pile of the Rajkumar College (finished only last year) is being increased and supported by a new High School building in similar style. The Surat High School building is nearly complete. A noble structure for the Rajarama High School at Kolhapur is rising beside the Durbar of the Raja. The Municipality of Ahmednagar has contributed a large sum to a new High School building just commenced there. The foundations of the new High School to be established at Dharwar are laid. A new Training College building is also under construction there. But no use has yet been made of the Honourable Mr. Sassoon's splendid gift (£10,000) for a new Elphinstone High School building, for want of a supplementary grant from Government. The Aided Schools sometimes complain of the small share of public money allowed to them, but in this case they seem to have left none at all for the Government Schools.*

---

* Extract from the Administration Report of the Public Works Department for 1870-71 :—

"*St. Xavier's College.*

"A grant of Rs. 61,308 has been made towards the construction of the Roman Catholic College on the Esplanade.

"*Elphinstone High School.*

"Plans and estimates have been received for a building for the Elphinstone High School, but there are no funds at present for the construction of the work."

13. The following is the table of Expenditure of public oney on Educational Buildings in 1870-71, required by the solution of the Government of India, Home Department, o. 211 of June 3rd, 1871 :—

Expenditure from Department of Public Works Budget.	Rs.	a.	p.
) Repairs	4,876	7	1
) Minor Works (up to Rs. 1,000)	120	9	6
) Larger Works* (above Rs. 1,000)	88,853	13	9
Total from P. W. D. Budget...	93,850	14	4

Expenditure from Educational Budget.	Rs.	a.	p.
) Repairs to Government Buildings	7,034	13	10
Minor Government Buildings	49,120	6	3
) Minor Grants-in-Aid (Rs. 1,000 and under)...	.....		
Larger Grants (above Rs. 1,000)	†2,750	0	0
Total from Educational Budget.....	58,905	4	1
Grand Total Outlay...	1,52,756	2	5

The Department for the supply of School Books.

14. The actual cost of the Central Book Depôt to Govern- nt in 1870-71, that is, the difference between the cash awn from and the cash paid back into the Treasury, was

The following are the items of the expenditure for larger works in the lget of the Public Works Department :—

	Rs.	a.	p.
University Buildings	5,000	0	0
Grant-in-aid to St. Xavier's College Building	61,308	0	0
Government School-house at Carwar	7,545	13	9
Government High School at Surat	15,000	0	0

For half the expenses of a school in its first year.

Rs. 12,649-13-3, which contrasts very favourably with I
33,167-10-4 in 1869-70. Moreover, at the end of the y
there was cash in hand Rs. 5,823-15-10, and an addition w
made to the stock of books valued at Rs. 8,492-9-10.
these books are the property of Government, the exact res
was a surplus or profit on the whole transactions for
year of Rs. 1,666-12-5, or, in general terms, an equilibriu
of outlay and returns.

15. The new system described in last year's Rep
works very well. In August the advances drawn up to t
time on the old plan, Rs. 40,994-8-10, were refunded into t
Treasury, and a loan of Rs. 25,000 on the new plan w
drawn. This also was repaid before the end of the ye
together with the sum drawn from the Treasury for Cont
gencies. Nothing was drawn from the Treasury this y
for Insurance or Commission. The only public money, the
fore, drawn and not refunded was that for Salaries and R
against which there is the set-off described above.

16. The Depôt account with the Treasury in the t
years may be compared in the following table:—

Drawn from the Treasury.	1869-70.			1870-71.	
	Rs.	a.	p.	Rs.	a
(*a*) Curator's Salary ...	3,600	0	0	3,600	0
(*b*) Establishment	4,849	11	3	5,413	13
(*c*) House Rent	3,300	0	0	3,636	0
(*d*) Contingencies	8,069	7	8	7,649	12
(*e*) Insurance.....	3,350	0	0	.....	
(*f*) Commission to Vendors	11,999	13	6	.....	
(*g*) Amount of Advance for printing and purchasing School Books	99,498	4	0	40,994	
Carried forward.....	1,34,667	4	5	61,294	

	Rs.	a.	p.	Rs.	a.	p.
Brought forward.....	1,34,667	4	5	61,294	3	0
) Loan repayable at the end of the year, borrowed from the Treasury under Government of Iudia's Resolution No. 424 dated the 4th May 1870.....	.....			25,000	0	0
	1,34,667	4	5	86,294	3	0
Deduct—						
Repaid into the Treasury.....	1,01,499	10	1	73,644	5	9
Net Cost to Government.....	33,167	10	4	12,649	13	3

The following is a statement of the number and of Books and Maps purchased or printed by the Depôt g the year:—

Language.	Number of Copies.	Cost of Production.		
		Rs.	a.	p.
h	75,464	34,173	3	4
.....	1,574	2,052	7	5
Marathi	3,900	5,998	0	0
i Maps	1,351	3,927	12	8
i	155,398	25,062	15	5
hi	114,009	14,309	8	6
t	4,711	8,171	10	6
e	56,615	18,563	13	11
tani.....	14,323	2,265	14	1
hi Maps.....	502	400	0	0
Total.....	427,847	1,14,925	5	10

pi

18. The number and value of the Books and Maps s
by the Depôt during the year was—

Language.	Number of Copies.	Amount.
		Rs. a.
English	86,104	39,227 0
Latin	540	672 6
Anglo-Marathi	3,119	4,687 15
Anglo-Gujarathi	2,968	1,240 6
Marathi	186,849	50,185 15
Gujarathi	139,288	32,919 2
Sanskrit	7,748	7,292 8
Canarese	35,386	8,810 14
Miscellaneous	39	203 1
Hindustani	5,575	1,794 6
Total	467,616	1,47,034 1

19. The amount received from sales, Rs. 1,48,651-
(including Rs. 1,616-15-8 on account of former years), is
than the amount received last year by Rs. 8,934. Th
mostly due to a decrease in the purchases made by the
cational Department in the Central Provinces. The re
were thus disposed of:—

	Rs. a.
Re-invested in Stock	1,14,925
Commission to Vendors	13,886
Insurance	3,250
Contingencies	2,574 1
Increase to Salaries	541
Repaid into Treasury money drawn for Contingencies	7,649 13
Balance in hand	5,823 1
	1,48,651

20. With the sum re-invested, stock of the value of Rs. 1,57,688-15-8 was purchased. The Stock Account stands as at the end of March 1871 :—

			Rs.	a.	p.
Balance on the 31st March 1870			5,65,191	0	3
Add—					
Stock purchased or printed during the year.			1,57,688	15	8
			7,22,879	15	11
Deduct—					
Value of Books sold.....	1,48,651	9 10			
Ditto written off.	544	12 0			
			1,49,196	5	10
Balance on the 31st March 1871 :—					
Central Book Depôt.....	3,26,284	7 7			
Subordinate Depôts.....	2,47,399	2 6			
			5,73,683	10	1
			7,22,879	15	11

21. The book transactions in Sind cost Government Rs. 8,291-12-9, and Rs. 3,668-4-9 were credited for receipts. The net cost is less that of last year by Rs. 255-2-1.

Book Department Sind.

The following is a list of books sold in Sind during 1870-71 :—

	Number of copies.	Selling prices.		
Sindhi Books	7,171	1,776	8	0
Persian.....	3,585	525	6	6
Urdu.....	40	7	13	0
Arabic	.....	.....		
Gurmukhi.....	267	30	6	0
Hindu-Sindhi	2,811	664	9	6
Maps.....	26	93	11	3
Anglo-Sindhi books	89	157	0	0
Others	134	71	3	0
Slates and Pens...	.....	81	2	1
Total.....	14,123	3,407	11	4

23. I hope to be able to report next year the establis
ment of printing presses in Sind un
Sindhi Press. the management of the Educational
partment, as proposals which will not cause expense bey
the present yearly grant have been submitted to Gov
ment.

24. And I am glad to say that a Canarese press in cl
connexion with the Departmental Trans
Canarese Press. tor's Office has begun work at Belga
with the help of an advance which I was able to make.

25. The preceding paragraphs and tables have given
account of the funds administered and work done by
Educational Department.

26. There are other items of expenditure coming under
Budget head of "Education, Science, and Art," which
not under the control of this department. Some wh
hitherto appeared there have been transferred to other he
of account. They are shown in the following table:—

	Amount.											
	1869-70.			1870-71.			Increase.			Decrease.		
	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.
Bombay University...	51,531	6	3	52,595	4	7	1,063	14	4	.....		
entral Museum	4,666	10	4	.....			.....			4,666	10	4
rant to Mechanics' Institute	150	0	0	250	0	0	100	0	0	.....		
rant to Agri-Horticultural Society.....	3,000	0	0	.....			.....			3,000	0	0
ant to Bombay Branch Royal Asiatic Society.	3,600	0	0	.....			.....			3,600	0	0
nt to Botanical Gardens	13,025	0	0	.....			.....			13,025	0	0
nt to Geographical Society	600	0	0	600	0	0	.....			.....		
ssage-Money and Outfit Allowance of a Government of India Scholar (*vide* Government Resolution, Educational Department, No. 225 of 27th April 1869)	1,500	0	0	.....			.....			1,500	0	0
nuneration and other harges paid to Mr. I. Gaver for delivering in Bombay in good ondition two Ipecacuanha Plants	59	10	8	.....			.....			59	10	8
unt paid for purase or photography ancient monuments	570	11	0	2,876	12	11	2,306	1	11	.....		
tion to Mr. R. West preparing a Digest Hindu Law	.....			1,000	0	0	1,000	0	0	.....		
Total.....	78,703	6	3	57,322	1	6	4,470	0	3	25,851	5	0

Details of Expenditure on the University are as follows:—

	1869-70.			1870-71.			Increase.			Decrease.		
	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.
wance to Examiners	36,671	4	0	34,287	2	6	.....			2,384	1	6
istrar and Establishment.....	5,373	0	0	5,268	0	0	.....			105	0	0
tingencies	9,487	2	3	13,040	2	1	3,552	15	10	.....		
Total.....	51,531	6	3	52,595	4	7	3,552	15	10	2,489	1	6
							Deduct Decrease...			2,489	1	6
							Net Increase...			1,063	14	4

27. The total expenditure, therefore, of public money on Education, Science, and Art in the year 1870-71 was Rs. 10,05,360.

The Table of last year, continued, stands thus :—

	Number of Scholars.	Expenditure of Imperial Grant.	Expenditure of Local Funds.
		Rs.	Rs.
1866-67	117,547	9,45,340	6,56,323
1867-68	137,937	9,35,444	8,02,907
1868-69	157,962	9,41,280	9,09,477
1869-70	168,516	9,70,277	9,84,813
1870-71	177,983	10,05,360	11,94,966

28. The cost per head on average daily attendance pupils throughout the Presidency is in—

	To Government.	To Local Funds.	Total Cost.
GOVERNMENT INSTITUTIONS.	Rs. a. p.	Rs. a. p.	Rs. a.
Colleges	264 14 5	81 3 9	346 2
High Schools.			
Government	36 0 0	44 4 8	80 4
Native States	.....	59 14 10	59 14
1st Grade Anglo-Vernacular Schools.			
Imperial and Endowed	1 36 4	18 1 6	31
Foreign	.....	20 14 3	20 1
Vernacular Grant	9 3 10	20 9 6	29 13
2nd Grade Anglo-Vernacular Schools.			
British	3 15 7	8 1 8	12 1
Native States	.....	7 13 1	7 13
Lower Class Schools. (British.)			
Boys'	1 15 9	5 1 7	7 1
Girls'	2 8 11	8 7 10	11 0
(Foreign.)			
Boys'	.....	4 12 6	4 12
Girls'	.....	8 7 1	8 7
Vernacular Training Colleges	94 1 2	8 3 2	102 4
Vernacular Training Schools.			
Government	105 9 7	114 8 7	220 2
Native States	.....	111 7 2	111
Sind Engineering School, Hydrabad.	81 0 9	133 15 6	215

29. In schools aided on the system of payment by results e cost to Government per head on average daily attendce is—

	Rs.	a.	p.
In High Schools	12	7	2
Middle Class Schools	12	8	4
Primary Schools	1	9	8
Female Schools	7	2	11

These tables, taken by themselves, may easily lead to sconception. Attention is directed to the full details now ven in the tables in paras. 6 and 10.

30. *Result of Inspectors' Examinations of Schools, both overnment and Private, under prescribed Standards.*

The following tables show the results of Inspectors' and puty Inspectors' examinations of all schools throughout e Presidency:—

[*Table.*

Result of Inspectors' Examinations of Government Aided and Inspected Schools under prescribed Standards :—

European and Eurasian Schools.

Description of Schools.	Number of separate Schools examined.	Number of average attendance in Schools examined.	Number of Boys presented at first examination.	Number of second examination of same Schools.	Numebr of Boys presented at second examination.	Total number of Boys examined under the Standards.	Number Passed. Standard I. 1st Head.	2nd Head.	3rd Head.	Needlework.	Standard II. 1st Head.	2nd Head.	3rd Head.	Needlework.	Standard III. 1st Head.	2nd Head.	3rd Head.	4th Head.	Needlework.	Standard IV. 1st Head.	2nd Head.	3rd Head.	4th Head.	Needlework.	Standard V. 1st Head.	2nd Head.	3rd Head.	4th Head.	Standard VI. Matriculation.
Government Schools.	...	.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	.....
Aided Schools.																													
High Schools	7	752	600	...	...	600	152	139	155	27	129	118	129	26	118	111	113	103	19	52	49	52	46	4	59	51	55	51	14
Middle Class Boys' Schools	6	967·1	580	...	...	580	134	124	138	...	138	120	144	...	91	70	93	80	...	73	60	82	69	...	19	11	16	11	...
Ditto Girls' Schools.	6	525·3	307	...	...	307	98	97	94	...	84	85	87	...	51	42	45	40	...	...	2	3	...	...	...	...	...	...	...
Ditto Mixed Schools.	10	488 6	406	...	...	406	73	94	77	...	52	69	88	38	68	53	54	56	...	16	12	13	12	...	4	1	5	4	...
Total.....	29	2733	1,893	...	...	1,893	457	454	464	27	403	392	448	59	328	276	305	284	19	141	123	150	127	4	82	63	76	66	14

STANDARD I.

1st Head.—Arithmetic, Multiplication Tables up to twelve time twelve; Notation and Numeration up to 1,000.

2nd Head.—Reading easy Child's Book (of one syllable) to be brought by the Inspector.

3rd Head.—Writing words of one syllable on slates or in copy-books.

STANDARD II.

1st Head.—Arithmetic, first four simple Rules.

2nd Head.—Reading with comprehension easy narrative (such as Edgeworth's Early Lessons); the book to be brought by the Inspector.

3rd Head.—Writing large hand; copy-books to be submitted.

[illegible] involving [illegible]

2nd Head.—

(*a*) Reading with explanation and simple parsing, plain narrative (as in Chambers's Moral Class Book); the book to be brought by the Inspector.

(*b*) Repetition of easy Poetry, not less than 200 lines to be brought up.

3rd Head.—Writing—

(*a*) Fair small hand; to be shown in copy-books.

(*b*) Writing to Dictation 5 lines from the book read.

4th Head.—

(*a*) Outlines of the History of India.

(*b*) Elementary knowledge of the Maps of Asia and India.

(*a*) The same as in Standard III., with the addition of Compound Proportion, Simple Interest, and Vulgar and Decimal Fractions.

(*b*) Euclid, 20 Propositions in Book I.

(*c*) Algebra, the four rules, integral only.

2nd Head.—English—

(*a*) Reading with explanation and Grammar from two portions of English Classics; the one to consist of not less than 300 pages of prose, the other of not less than 1,500 lines of Poetry; these portions to be selected by the School Managers.

(*b*) Repetition of Classical Poetry; not less than 300 lines to be brought up.

(*c*) Writing from memory the substance of a short story or narrative read out twice by the Inspector; Spelling, Handwriting, and Grammar to be considered.

3rd Head.—

(*a*) Outlines of History of England.

(*b*) Geography of Great Britain; Map-drawing of the same; a Map to be drawn in the presence of the Inspector.

4th Head.—Second Language, *i.e.* either Latin, Sanskrit, or any Vernacular language.

Either translating *vivâ voce* into English from 1st Latin or Sanskrit Book, and repeating the Declensions and Conjugations in Latin or Sanskrit: or *vivâ voce* translation, with easy Parsing, from 4th of the Vernacular (5th of the Gujarati) Series, or from "Sandford and Merton" in Hindustani.

Standard V.

1st Head.—Mathematics—

(*a*) Arithmetic complete, with Mensuration.
(*b*) Euclid, Books I. and II., with simple deductions.
(*c*) Algebra to Simple Equations (inclusive), without Problems.

2nd Head.—English—

(*a*) Written Paraphrase of about 5 lines of English Classical Poetry out of a portion of not less than 3,000 lines brought up by the candidate.
(*b*) Grammar and Analysis of sentences in the same.
(*c*) Composition, implying a short essay or letter on a simple subject, to be prescribed by the Inspector.

3rd Head.—

(*a*) Outlines of the History of Ancient Greece and Rome.
(*b*) Geography and Map-drawing of Modern Europe.

4th Head.—Second Language, *i.e.* Latin or Sanskrit, or any Vernacular language of India—

(*a*) Either *vivâ voce* translation into English, with Parsing, from 2nd and 3rd Sanskrit Books, or Latin Delectus and Cornelius Nepos, or *vivâ voce* translation, with Parsing, from 6th of the Vernacular (7th of the Gujarati) Series, or some analogous book in Hindustani.

(*b*) Written translation of about six easy sentences into Sanskrit or Latin (*N. B.* Dictionaries allowed); or written translation from English into the Vernacular (without the aid of a dictionary) of a narrative to be

Standard VI.

Matriculation.

Description of Schools.	Number of separate Schools examined.	Number in average daily attendance.	Number of Boys presented at first examination.	Number of second examinations of the same Schools.	Number of Boys presented at second examination.	Total number of Boys examined under Anglo-Vernacular Standards.	Total number of Boys examined under Vernacular Standards.	Number of Scholars Passed under Anglo-Vernacular Standards.														
								Standard I.				Standard II.				Standard III.				Standard IV.			
								1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.
Government Schools.																						
High Schools	11	1,861·11	2,033	...	...	2,033	...	...	...	...	...	14	10	6	8	433	282	397	307	529	419	540	438
1st Grade Anglo-Vernacular Schools	43	3,501·8	3,442	5	190	3,532	...	1027	808	869	745	767	725	595	533	466	430	371	311	113	155	117	112
2nd Grade Anglo-Vernacular Schools	110	10,255·15	8,304	23	1,051	2,258	6,549	766	733	743	642	416	424	380	357	133	133	121	84	19	30	12	22
Total.....	164	15,618·06	13,779	28	1,241	7,823	6,549	1793	1541	1612	1387	1197	1159	981	898	1032	845	889	702	661	604	669	572
Aided Schools.																						
High Schools	6	1,097·2	1,047	...	...	1,047	...	79	54	62	90	148	121	124	133	134	129	135	151	102	88	99	104
Middle Class Schools	8	1,044·515	684	...	...	684	...	107	96	101	88	154	123	137	125	99	85	71	73	89	77	78	74
Girls' Schools	1	36	19	...	...	19	...	...	5	4	4	1	...	4	4	1	1	3	2	...	1	1	1
Total.....	15	3,077·715	1,750	...	...	1,750	...	186	155	167	182	303	244	265	262	234	215	209	226	191	166	178	179
Inspected Schools.																						
Middle Class Schools	16	904·10	645	...	...	475	167	127	89	98	88	74	68	55	72	80	67	57	56	8	6	3	5
Grand Total.....	195	19,599·875	16,174	28	1,241	10,048	6,716	2106	1785	1877	1657	1574	1471	1301	1232	1346	1127	1155	984	860	776	850	756

Anglo-Vernacular Schools—continued.

Description of Schools.	Number of Scholars passed under Anglo-Vernacular Standards					Number of Scholars Passed under Vernacular Standards.																			
	Standard V.				Standard VI.	Standard I.				Standard II.				Standard III.				Standard IV.				Standard V.			
	1st Head.	2nd Head.	3rd Head.	4th Head.	Matriculation	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.
Government Schools.																									
High Schools	304	217	257	216	86	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1st Grade Anglo-Vernacular Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2nd Grade Anglo-Vernacular Schools	...	...	...	...	...	1,433	1,497	1,427	...	1,190	1,059	1,237	967	789	829	900	794	278	349	372	319	3	3	5	3
Total	304	217	257	216	86	1,433	1,497	1,427	...	1,190	1,059	1,237	967	789	829	900	794	278	349	372	319	3	3	5	3
Aided Schools.																									
High Schools	57	71	73	62	19	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Middle Class Schools	49	47	44	64	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Girls' Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	106	118	117	126	19	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Inspected Schools.																									
Middle Class Schools	28	36	27	10	...	35	34	36	16	24	37	42	34	7	17	14	7	...	...	...	...	...	...	...	...
																	801	278	349	372	319	3	3	5	3

1st Head.—Arithmetic, four Compound Rules, Reduction, and Simple Rule of Three, involving whole numbers.

2nd Head.—Vernacular—

(*a*) Reading prose parts of 4th Book of Vernacular Series (5th Gujarati), with Explanation and Simple Parsing.

(*b*) Writing to dictation five lines, in Balbodh or analogous characters, from the 3rd Book of the Vernacular (4th of Gujarati) Series. Fair Modi or analogous current writing.

3rd Head.—

(*a*) Local History, *i.e.* History of Maharashtra, or Gujarat, or the like.

(*b*) General Elementary knowledge of the Map of Asia.

4th Head.—English—

(*a*) Reading of 1st and 2nd Books, with meaning of words.

(*b*) Spelling easy words.

(*c*) Writing easy words in large hand, without capital letters; copy-books to be submitted.

STANDARD II.

1st Head.—Arithmetic, as in Standard I. with the addition of Vulgar Fractions.

2nd Head.—Vernacular—

(*a*) Reading 5th Book of the Vernacular (6th of Gujarati), Series with explanation and Parsing.

(*b*) Writing 5 lines from the same book to Dictation in Balbodh, or analogous characters; good Modi or other current writing.

3rd Head.—

(*a*) History of India, Mahomedan period, as in the translation of Morris' India.

(*b*) General knowledge of the Map of India.

[illegible]anation, and distinguishing Parts of Speech of 3rd Book, Part I. of Departmental Series, or any analogous book.

(*b*) Writing good large hand; copy-books to be submitted.

STANDARD III.

1st Head.—Arithmetic, same as in Standard II. with the addition of Simple Interest and Decimal Fractions.

2nd Head.—Vernacular—

(*a*) Reading 5th Book (6th Gujarati), with explanation and Grammar.

N.B.—Knowledge of Dadoba's larger Grammar, Mr. Taylor's Gujarati Grammar, or other analogous work is implied.

(*b*) Writing 5 lines from the same book to Dictation in Balbodh, or analogous characters; good Modi or other current writing.

3rd Head.—

(*a*) History of India, as in the translation of Morris' India or any similar text-book.

(*b*) General knowledge of the Maps of the World, of Europe, and of India.

4th Head.—English—

(*a*) Reading, with *vivâ voce* explanation and parsing in English, of Book II., 2nd Part, of Departmental Series, 4th Book of Irish Series, or any analogous book.

(*b*) Writing fair small hand. Ruled copy-books to be submitted.

(*c*) Written translation into English of about 6 short and easy Vernacular sentences.

STANDARD IV.

1st Head.—

(a) Arithmetic complete.
(b) Euclid, to the end of 20th Proposition of Book I.
(c) Algebra, four Rules Integral.

2nd Head.—

(a) Reading the highest book of the Vernacular Series, with Explanation and Grammar. Or translating *vivâ voce* into English from 1st Latin or Sanskrit Book.
(b) Written Translation into Vernacular of about 5 lines in any School Reading Book at the option of the Inspector. Or repeating the Declensions and Conjugations in Latin or Sanskrit.

3rd Head.—

(a) History of England from any small text-book.
(b) Geography of Great Britain; Map-drawing of India.

N.B.—A map to be drawn in the presence of the Inspector.

4th Head.—English—

(a) Reading and Explanation in English and Grammar of Book III. Part II., or analogous book.
(b) Writing five lines to dictation from the same, in good current hand.
(c) Written translation into English of five lines from the 3rd of Vernacular (4th of Gujarati) Series.

STANDARD V.

1st Head.—Mathematics—

(a) Arithmetic complete.
(b) Euclid, Books I. and II. with Simple Deductions.
(c) [illegible] to Simple E[illegible] (without Prob[illegible]

2nd Head.—Vernacular of Classical Language.

(a) Reading, with Explanation and Grammar, any pieces of prose or poetry at the option of the Inspector; or translating *vivâ voce* into English with Parsing, from 2nd and 3rd Sanskrit Book, or Delectus and Cornelius Nepos.
(b) Written Translation into Vernacular of about five lines of English prose, to be chosen by the Inspector; or written Translation (with the aid of Dictionaries) into Latin or Sanskrit of about six easy sentences.

3rd Head.—

(a) Outlines of the History of Greece and Rome.
(b) Geography of Modern Europe and of Ancient Greece and Italy. Maps to illustrate the History to be drawn in the presence of the Inspector.

4th Head.—

(a) Reading, with Explanation and Grammatical Analysis, from two portions of English Classics, the one to consist of not less than 200 pages of prose, the other of not less than 1,000 lines of poetry; these portions to be selected by the school managers.
(b) Written paraphrase of ten lines from poetry brought up.

STANDARD VI.

Matriculation.

Description of Schools.	Number of separate Schools examined.	Number in Average Attendance at Schools examined.	Number of Boys present at first examination.	Number of second examinations of the same Schools.	Number of Boys present at second examination.	Total of Boys examined under Vernacular Standards.	Vernacular Standards.								
							Standard I.				Standard II.				
							1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.	Needlework.
Government Schools.															
Boys' Schools	2,067	91,154·5	58,591	318	9,298	61,562	17,926	17,320	17,446	...	10,282	9,761	11,155	7,476	...
Girls' Schools	141	3,694·3	1,558	96	1,075	1,587	540	677	719	...	230	276	339	220	...
Mixed Schools	73	4,429	3,360	6	497	2,605	535	770	777	...	516	557	544	462	...
Jail Schools	6	19·8	71	...	...	71	11	33	18	...	4	4	2	...	...
Police Schools	1	31·7	17	...	...	17	8	11	10	...	3	5	4	4	...
Total	2,288	99,329·3	63,597	420	10,870	65,842	19,020	18,811	18,970	...	11,035	10,603	12,044	8,162	...
Aided Schools.															
Boys' Schools	8	683	848	...	...	848	208	226	253	...	196	180	212	173	...
Girls' Schools	14	1,234·9	610	...	...	610	194	252	257	...	121	135	164	87	...
Mixed Schools	3	179	107	...	...	107	18	27	26	...	12	17	21	12	1
Total	35	2096·9	1,565	...	...	1,565	420	505	536	...	329	332	397	272	1
Inspected Schools.															
Boys' Schools	113	2,550·1	2,219	...	...	2,207	751	802	744	...	355	353	413	243	...
Girls' Schools	23	388·7	174	1	8	182	55	88	99	...	12	15	25	15	...
Total	136	2,938·8	2,393	1	8	2,389	806	890	843	...	367	368	438	258	...
Grand Total	2,459	104,365	67,555	421	10,878	69,796	20,246	20,206	20,349	...	11,731	11,303	12,879	8,692	1

Vernacular Schools—continued.

Description of Schools.	Number of Scholars Passed under Vernacular Standards.											
	Standard III.					Standard IV.				Standard V.			
	1st Head.	2nd Head.	3rd Head.	4th Head.	Needlework.	1st Head.	2nd Head.	3rd Head.	4th Head.	1st Head.	2nd Head.	3rd Head.	4th Head.
Government Schools.													
Boys' Schools	6,177	6,053	6,369	5,415	...	2,571	2,703	3,160	2,447	196	208	220	230
Girls' Schools	82	100	104	63	...	5	4	4	3	...	...	...	...
Mixed Schools	359	426	475	393	...	78	120	128	103	4	4	...	3
Jail Schools	...	...	...	...	...	...	...	...	...	...	...	...	...
Police Schools	...	...	...	...	...	...	...	...	...	...	...	...	...
Total.....	6,618	6,579	6,948	5,871	...	2,654	2,827	3,292	2,553	200	212	220	233
Aided Schools.													
Boys' Schools	136	139	115	130	...	6	11	8	1	...	...	...	...
Girls' Schools	72	72	71	78	...	6	10	8	7	...	...	...	...
Mixed Schools	11	15	11	9	4	15	21	11	19	...	...	...	...
Total.....	219	226	197	217	4	27	42	27	27	...	...	...	...
Inspected Schools.													
Boys' Schools	188	208	188	168	...	46	62	62	43	...	...	...	...
Girls' Schools	1	1	1	1	...	...	...	...	...	...	...	...	...

one thousand.

2nd Head.—Reading 1st and 2nd Books.

3rd Head.—Writing Syllables to Dictation on Slates.

STANDARD II.

1st Head—Native Multiplication Tables (complete), and four Simple Rules.

2nd Head—Reading 3rd Book (3rd and 4th Gujarati), with meaning of words and Parts of Speech.

3rd Head.—Writing easy words of two syllables to Dictation.

4th Head—Definitions of Geography and Elementary Geography of the Presidency.

STANDARD III.

1st Head—Arithmetic, Four Compound Rules, Reduction and Simple Rule of Three, involving whole numbers.

2nd Head—Reading prose parts of 4th Book of Vernacular series (5th Gujarati), with explanation and simple parsing.

3rd Head—Writing to Dictation five lines in Balbodh or analogous characters from the 3rd Book of the Vernacular (4th Gujarati) series. Fair Modi or analogou current writing.

4th Head—

(*a*) Local History, *i.e.* History of Maharashtra in Gujarati or the like.

(*b*) General elementary knowledge of the Map of Asia.

2nd Head—Reading 5th Book of Vernacular Series (6th Gujarati), with explanation and parsing.

(*N.B.*—Knowledge of Dadoba's larger Grammar, Mr. Taylor's Gujarati Grammar, or other analogous work is implied.)

3rd Head—Writing five lines to Dictation in Balbodh, or analogous characters from the same; good Modi or other current writing.

4th Head—

(*a*) History of India, as in the translation of Morris' India or any similar textbook.

(*b*) General knowledge of the Maps of the World, of Europe, and of India.

STANDARD V.

1st Head—

(*a*) Arithmetic complete, including Mental Arithmetic.

(*b*) Euclid, 1st Book.

(*c*) Algebra, four Rules, Integral and Fractional, and Simple Equations.

2nd Head—Reading. The highest book of the Vernacular series with Explanation and Grammar.

3rd Head—Written paraphrase of five or six lines of poetry in the Vernacular series.

4th Head—

(*a*) History of England from any small text-book.

(*b*) Geography of Great Britain, Map-drawing of India.

(*N.B.*—A Map to be drawn in the presence of the Inspector.)

31. The following table gives the numbers Matricula from Government High Schools as compared with year:—

Institutions.	Matriculated in 1869.
Elphinstone High School, Bombay.....	36
Ratnagiri ditto	13
Poona ditto	13
Surat ditto	7
Belgaum (Sirdars') High School	7
Ahmedabad High School	5
Dhulia ditto	1
Rajkote (Kathiawad) High School	2
Ahmednagar High School.....	2
Rajarama ditto Kolhapur.....	4
Hydrabad ditto	1
Karachi ditto	.....
Total.....	91

The Poona Civil Engineering College also succe passing one candidate.

The following is a corresponding table for Aided ns; it will be seen that two schools at Nagpore, ndore, and three kept by Indian Head Masters at nt up successful candidates:—

Institutions.	Number Matriculated in 1869.	Number Matriculated in 1870.
s Institution, Bombay	7	11
roprietary School	2	8
hale's School, Poona.....	7	5
ssembly's Institution, Bombay.....	2	4
's English School, Poona.....	.....	3
e Church Mission Institution	1	2
hool, Nagpore	1	2
ie Maharaj Holkar's Madressa, ...	2	2
Parsi Benevolent Institution, ...	6	2
d Mission School	.....	2
ney Institution, Bombay.....	.....	2
cottish Orphanage.....	.....	1
cottish High School.....	1	1
arthosti Madressa	.....	1
ar's English School, Poona	.....	1
ission School	1	1
ree Church Mission Institution ...	4	1
European and Indo-European	.....	1
Mission School.....	.....	1
vate tuition	7	4
Total.....	41	55

The comparative results of Collegiate instruction, as by the numbers who have passed the higher Univer- xaminations, are as follows:—

	Number
	1869.
First Examination in Arts.	
Elphinstone College	25
Deccan College	9
B.A. Degree.	
Elphinstone College	13
Deccan College	6
M.A. Degree.	
Elphinstone College	2
Deccan College	.....
First Examination for L.M. Degree.	
Grant Medical College	5
L.M. Degree.	
Grant Medical College	.....
LL.B. Degree.	
Government Law School	6
First Examination in Civil Engineering.	
Poona Civil Engineering College	4
L.C.E. Degree.	
Poona Civil Engineering College	3
Total.....	73

The Free General Assembly's (Aided) Institution, B and St. Xavier's College, also passed each two candid the first Examination in Arts.

Resolutions of Government on Education.

34. The chief Resolutions of G ment affecting the Educational Depa during the year have been as follo

) Resolution of the Government of India, Home De-nent, No. 383 of 22nd July 1870, proposing a revised of salaries for the superior officers of the Educational rtment.

Resolution of the Bombay Government No. 4727, 7th December 1870, instructing the Judges of the Courts to forward yearly to the Director of Public In-on a list of the Minors whose persons and maintenance charge of guardians appointed by the Courts, with a ption of the measures in force for the superintendence ontrol of the education of every such minor under Sec-26 and 27 of Act XX. of 1864.

Do. No. 3158 of 22nd December 1870, sanctioning under which certificates of age may be issued to candi-for the Indian Civil Service from this Presidency.

Do. No. 89 of 10th February 1871, directing assist-to be given by the Revenue Officers to the Educational rtment.

Do. of the Government of India, Home Department, 30 of February 11th, 1871, relative to the aid to be ed by the State towards the provision of elementary tion for the masses of the people.

Bombay Government Resolution No. 2002 of 27th 1871, sanctioning new standards for admission to the grades of the public service.

The following proposals, orders, and letters by the or have been printed in the Appendix, as important to inistration of the Department:—

The proposed Grant-in-Aid Rules (not yet sanctioned ernment).

The Revised Standard of Examinations, with expla-Memorandum.

Additional instructions regarding the annual exami-of High Schools (reprinted from last Report).

(*d*) Letter to Inspectors directing the examinatio certificates of all existing and future Teachers of Englis the Lower Class English Schools, with notification o examination of Matriculated Candidates for Teachershi higher English Schools.

(*e*) Letter to Head Masters of High Schools, laying rules for the granting of leave to their assistants.

(*f*) A Circular Order to Head Masters of High S directing them to report periodically the number and ity of pupils sent up by the feeders of their schools.

(*g*) Instructions regarding the duties and object of cillary Schools, or "feeders" of High Schools.

(*h*) Letter to Inspectors on the subject of reconstit Government Talooka English Schools on the grant-i principle.

36. I beg leave to remind all the officers, and the many, who now contribute statistical returns to this Re that its preparation must necessarily be delayed by un tuality in sending in their reports or returns. It see be thought that no harm will be done if one or two re are late, but it is obvious that a general table mad of many contributions cannot be put into shape until one of its constituent parts [redacted] received. The last returns embodied in this Report were received this day, I shall sign the Report as complete. It might have completed two months earlier if every one had been pu and accurate.

General Review of the year.

37. The numerical results of the year are not alto satisfactory. The net increase i than that of last year. I am not of any discouragement which has befallen our school ing the year, and the slight check in our rate of ad which has been felt equally by the Private Aided S seems due to an unhealthy year and such incidental ca marriage customs.

It may be thought that the increase in numbers is oportionate to the increase of local expenditure; but would be an unfair conclusion, seeing that the latter in- e is chiefly in the outlay on buildings, which does not lead y immediate increase in numbers, and on the Vernacular ing Colleges, the advantage of which is not yet felt.

The examination results, on the other hand, show a t advance. The returns under the higher standards ller, and the Girls' Schools reach a standard not d before. An improvement has also been noticed in ality of the matriculated men of 1870 compared with of previous years.

I.—Principal Events of 1870-71.

Financial Re- n of December 870.

At the end of 1870 an order in Council, now well known as the Resolution of December 14th, was issued from the Financial Department of the Government of India, eby a fixed grant for education (among other services) anded over to be administered, with some limitations, discretion of the Bombay Government. The fixed was considerably below the sum of public money voted ication by the Government of India for 1870-71, and left to the Local Government to effect an equilibrium n educational wants and means, by retrenchment, opriation, or an assignment from new provincial All three methods have been applied, and the result blic grant for Education in 1871-72 less by about 0 than the public grant made by the Government for 1870-71. But the grant, though less than the nt of 1870-71, is more than the fixed grant as re- by the Government of India before transfer, and the ment of Bombay has therefore assigned most of the ce from the new provincial revenues. Important ements have also been introduced by redistribution, financial result of the new arrangements leaves no or dissatisfaction.

41. A full description of the improvements effected
longs to the Report of 1871-72, but in brief they are t
The salaries of the Deputy Inspectors have been impr
and divided into four grades, and some addition has
made to their number. Four important Middle
Schools have been raised to the rank of High Schools,
Grade, and the "feeders" of the High Schools have
strengthened. (*See* Report of 1869-70, pages 74-76.)
difficulties which might have attended the financial e
the order having been removed by the action of the
Government, I am glad to acknowledge the solidity
administrative advantages foreseen by the Governm
India. Only a small minority of Educational salaries
over Rs. 250 per mensem, the distribution of the bulk
grant has passed absolutely under the control of the Gov
ment of Bombay, and the facilities for using it econom
and efficiently are thereby greatly increased.

42. On the other hand, I trust that the finality o
grant is not as absolute as it would appear on the f
the Resolution. I submit that to declare future increa
the general revenues inappropriable to six or more
most important public departments would be to risk di
in the equilibrium of our financial system. These s
partments will depend for their ways and means on
taxes, and may be starved by the failure of local expe
at the very same time when important increases
general revenues are pouring in on the Central Aut
This is not an imaginary case: for, not to travel bey
limits of our own Government, we see the Revenue
ments of this Presidency being enhanced on revisio
seventy, even one hundred, per centum, while th
taxation bills of the local Government have invad
domain of the Local Funds. Last autumn the Ex
was engaged in framing draft Acts for raising loc
for schools and other purposes from the non-cult
villagers and from the townspeople, so as to comp
system of local rates which are now levied from t

tivating classes only. But the "decentralizing order" intervened, a certain part of the grant to Provincial Services was withdrawn in return for a remission of part of the Income Tax, and the sum withdrawn had to be supplied by Local Taxes. As the remission of two-thirds of the Income Tax chiefly benefited the rich, the same class might fairly have been taxed to make up the deficit in the Provincial grant. But the measure actually adopted was a tax on non-cultivating villagers, professedly imposed to balance the local rates paid by the cultivating villagers. We have thus one section of the rustic population paying local rates, and the other section paying the deficit in the Provincial grant, or undertaking a payment hitherto made by Imperial funds towards the cost of certain Imperial Services. As the new tax is avowedly laid upon the non-cultivating villagers because they pay no local rates, it is clear that they cannot now be asked to pay local rates besides. And thus the whole rural rate income, which was last year to have been collected for local purposes only, has been divided since December 14th between local and general purposes; and the first essay at provincial taxation has encroached on the field of our local rates, which is proportionately narrowed.

43. Whatever local expedients may be adopted, however, any great expansion of the Provincial Departments must be difficult, if not impossible, as long as the land tax and income tax on one side, and the great system of municipal taxation on the other, preoccupy so much of the taxable area. And every increase of the land revenue, or of any other imperial source of revenue actually paid by the masses, will diminish their power of supplying local rates, and the financial interests of the Central and Local Governments will clash when revisions of land revenue settlements are under discussion. To remedy this, I venture to suggest that a fixed percentage of every future enhancement of the land tax should be made over to the Local Government for Education and Local Works. The Educational third of this percentage would very properly be devoted to primary instruction.

We may spend millions year after year on great public works, but we shall never succeed in carrying the people with us in these beneficent enterprises until the masses are redeemed from the barbarous ignorance and superstition which now prevails.

Establishment of the Department of Agriculture, Revenue, and Commerce.

44. I may also notice among the new Educational measures of the year the institution of a Department of Agriculture, as I am satisfied that if the masses are prepared to appreciate industrial schools for the improvement of agriculture and manufactures, these schools should be supervised by the new practical Department of observation and experiment, and not by the Educational Department, which will confine itself to preparing the ground (as Government gives it the means) by teaching the people to read, write, and count, and, in a measure, to think. I find that it is much easier to talk about teaching agriculture than to devise the means of teaching it in this country, and industrial or agricultural schools will probably be preceded by Depôts or Exhibitions of model agricultural and industrial appliances, as I suggested* two years ago. But whether Depôts or Schools are first established, the agencies by which the masses are to be moved to industrial progress will properly be controlled by the department which is to "take cognizance of all matters affecting the practical improvement and development of the agricultural resources of the country," and to undertake "the establishment of a suitable system of industrial education," and "the preparation of popular treatises in the languages of the country on industrial subjects." I confess to a doubt how the popular digestion will assimilate these treatises until a much more comprehensive system of popular education is in force.

Grading of Higher Educational Officers.

45. † As final orders have not been received as to the admission of the Bombay Educational Officers to the Bengal grades, I will reserve

* Report on Public Instruction, 1869-70, Appendix, p. 336.

† Final orders have been received since the above was printed. The Resolution of the Government of India, F. D., No. 3008 dated August 26th, 1871, is printed in the Appendix, page

the subject for next year's Report. A year will soon have elapsed since the representation of this Government on the offer first made was forwarded to the Government of India. I was sorry to feel myself unable to accept on behalf of Bombay without remonstrance a scheme which enables Bengal to offer a higher salary for two of its Professors than Bombay is allowed to offer for two out of its three Principals.

Classified Scale of Higher Educational Officers.

	In force in Bengal.	Offered to Bombay.
Class I.		
Rs. 1,250—1,500.	*Bengal*... 1 Principal. 1 Inspector.	*Bombay*.. 1 Inspector.
Class II.		
Rs. 1,000—1,250.	*Bengal*... 2 Inspectors. 2 Principals. 2 Professors.	*Bombay*.. 1 Inspector. 1 Principal.
Class III.		
Rs. 750—1,000	*Bengal*... 2 Inspectors. 3 Principals. 4 Professors.	*Bombay*.. 1 Inspector. 2 Principals. 3 Professors.
Class IV.		
Rs. 500—750	*Bengal*... 1 Inspector. 10 Professors. 9 Assistant Professors.	*Bombay*.. 1 Assistant Inspector. 3 Professors.

Grading of Deputy Inspectors.
Relative Value of Educational Salaries.

46. I anticipate next year's Report in stating here the new gradation of Deputy Inspectors' pay. The list of these officers is now as follows:—

Five First Grade	Rs.	200
Four Second Grade	„	175
Four Third Grade	„	150
Nine Fourth Grade	„	100

These salaries are less than the scale formerly proposed, which was to have been that sanctioned for Mamlutdars in 1867, and I therefore seize this occasion to recommend again to Government a more systematic selection of Educational Officers for appointments in the Executive Departments. There is no reasonable objection to a moderate scale of educational salaries if five to ten years of educational service are

recognized as the prelude to better-paid employment of other kinds, and such a steady flow of promotion will both supply the other Departments with educated men, and always secure the latest and freshest fruits of scholarship to the service of Education. But salaries which are proper and sufficient for young men who have just taken their degree are palpably insufficient as a final object of their ambition, as the following table clearly shows:—

Salary Rs. 800 per mensem. Educational Officers—none.
Subordinate Judges, First Grade.

Salary Rs. 700 per mensem. Educational Officers—none.
Deputy Collectors, First Class.

Salary Rs. 650-600 per mensem. Educational Officers—none.
Assistant Secretary to Government; Sub-Judges, Second Grade; Deputy Collectors, Second Class; Assistant Commissioner of Customs, Second Class.

Salary Rs. 500 per mensem. Two Native Professors in Arts and Civil Engineering.
Subordinate Judges, Third Grade; Deputy Collectors, Third Class.

Salary Rs. 400 per mensem. Educational Officers—none.
Sub-Judges, Fourth Grade; Deputy Collectors, Third Class.

Salary Rs. 350. Two Head Masters of High Schools.
First Extra Assistant Political Agent, Kathiawad; Fourth Class Assistant Commissioner of Customs.

Salary Rs. 300. Educational. Three Head Masters of High Schools; Curator Central Book Depôt; Principal, Poona Vernacular Training College; Senior Deputy Inspector in Sind.
Fifth Class Deputy Collectors; Fifth Grade of Subordinate Judges.

Salary Rs. 250. Two Head Masters of High Schools; Senior Deputy Inspector, Kathiawad. Mamlutdars, First Grade; two Collectors' Head Accountants.

Salary Rs. 200. Educational. One Head Master of an English School; Principal, Gujarat Vernacular Training College; Canarese Translator; four First Grade Deputy Educational Inspectors.

Mamlutdars, Second Grade; Subordinate Judges, Lowest Grade; three Collectors' Head Accountants.

Salary Rs. 175. Four Second Grade Deputy Educational Inspectors.

Mamlutdars, Third Grade; four Collectors' Head Accountants.

Salary Rs. 150. Four Third Grade Deputy Educational Inspectors; Head Masters of higher English Schools; First Assistant Masters in High Schools.

Mamlutdars, Fourth Grade; Poona Collector's Head Clerk and Treasurer.

Salary Rs. 125 per mensem. Head Masters of English Schools.

Collectors' Head Clerks and Chitnises.

Salary Rs. 100 per mensem. Fourth Grade Deputy Inspectors; Head Masters of smaller English Schools and feeders. Second Assistants in High Schools.

Lowest (exceptional) scale for Mamlutdars.

Lowest-salaried Collectors' Treasurers.

47. An examination of this statement suggests the reflection that if the admission of University men to the other departments direct from College were largely increased they would attract all the best men, and the Educational Depart-

ment could only secure the worst. The reverse of this now occurs, because the Educational Department is always ready to employ the best men, while direct appointments to Mamlutdarships and similar posts are precarious and rare, and what we now lack is a regular course of promotion from the Educational Department to those offices which rank above it because they carry higher salaries. No doubt these should not, as a rule, be attainable without previous service or practical experience, and as practice at the bar is a suitable training for the lower grades of the Judicature, so service in the Educational Department might be the recognized qualification for similar grades in the Executive Departments: so many years' educational service might be allowed to qualify for a Deputy Collectorship, and a shorter period for the office of Mamlutdar. Again, there might be a list of lower offices, to which those graduates of the University might be appointed direct who wish to serve their apprenticeship in an Executive Department in preference to that of Education. The objection to promote inexperienced graduates to the highest offices *per saltum* appears to me perfectly fair. On the other hand, it would be equally unfair to the Graduates and injurious to the Educational Department if educational service were not admitted to count as experience qualifying for the higher offices open to the Indian subject.

Organization and Course of Instruction of Government Schools.

48. Measures were taken during the year to add something to our school organization, and to improve the course of instruction in Government Schools. The result of these proceedings may be studied at length in the Appendix* by any one who is interested in them. I will only briefly sum the more important additions.

49. I begin with the elements. I suppose that our lowest class of schools can hardly be too elementary, and

* Appendix, page 449. The Standards printed in the Appendix are those for Marathi Schools. Others have been prepared, with the needful modifications, to suit the other Vernaculars.

there is a clear popular demand for schools which restrict themselves to the three famous heads of instruction. Our lowest new Vernacular standards have therefore been made exceedingly simple. If this is a step to meet the Indigenous Schools, it is in my opinion a step in the right direction. Nothing can be made of the Indigenous Schools without training the masters, and to subsidize them as they are would be nearly as expensive as to supersede them by cheap Government Schools, which latter I consequently prefer to do. Branch Schools therefore, in which the two, or at most three, lowest Vernacular Standards will form the course, are being established in the smaller villages. Mental arithmetic, reading and writing of current hand, and other popular heads of learning, will receive special attention in them.

50. The whole Vernacular School course of elementary and middle class instruction is divided into six standards. It comprises Arithmetic entire and a little Euclid; a complete course of Vernacular Reading and Grammar; practice in reading and writing current hand and in composing reports or letters in it; a complete course of Indian History and an elementary view of the History of the World; Geography to illustrate the History, and an elementary knowledge of Physical Geography and the commoner natural phenomena. The order of Government by which the highest Vernacular Standard is made the standard of examination for Second Class Certificates of admission to the Lower Grades of the Public Service will add largely to the number of boys who stay in school to finish this course.

51. Boys who propose to study English are required to complete four out of the six Vernacular Standards before they enter an English School. They then carry on the study of the Vernacular and English *pari passu*, and special instructions have been issued to make the study of the two as far as possible one, by means of much practice in translation.

52. The English Middle Class course ends with Anglo-Vernacular Standard V. It is in some degree a counterpart

of the Vernacular course, the student being practised in writing private and official letters and making abstracts of stories told or read in English. In History, to the History of India and Elementary Universal History is added an Outline of the History of England. The course of History is to be reviewed and completed in the last year of this course. I have not found it possible, with our present means, to separate the Middle Class course entirely from the Matriculation course in High Schools, but less time will be given to Classics and more to Vernacular in the former than in the latter. Anglo-Vernacular Standard V. is now the standard fixed by Government for a First Class Certificate of qualification for the lower grades of the Public Service.

53. The High School course (preparatory to Matriculation) is comprised in Anglo-Vernacular Standards IV.—VII., the previous standards (I., II., III.) having been completed in an Ancillary School or "feeder." The subjects of this course are regulated by the subjects prescribed for Matriculation. They have been re-arranged and distributed evenly in yearly sections. Translations from and into English, Sanskrit, or Latin, and the Vernacular, are insisted on throughout the course.

54. Government thus offers the elementary Branch School for the day-labourer: the Central Village School for the villager of higher station or aims; the Middle Class English School for the residents in the large or small country-town; and the Preparatory School and High School for the student intended for College.

55. The complete course from the elements to Matriculation may extend over 11 years, from 8 to 18. Of these, four years may be spent in the Vernacular School (Vernacular Standards I.—IV.); three years in the ancillary English School or High School feeder (Anglo-Vernacular Standards I.—III.), and four years in the High School (Anglo-Vernacular Standards IV.—VII.). Clever boys will pass through more quickly, and matriculate at the minimum age of 16.

Scanty means* too often spur boys to pass through with the haste which is not good speed. The Vernacular School boy may pass through the Vernacular course in six years, and the Middle Class English School boy may complete his training for an English clerkship in nine, of which he spends four in a Vernacular School (Vernacular Standards I.—IV.), and five in an Independent † Anglo-Vernacular School (Anglo-Vernacular Standards I.—V.). Such is our system.

56. Hitherto a boy preparing for Matriculation has been allowed to choose between his vernacular and a classic. If he elected to learn a classic, he got no further systematic instruction in his vernacular. I thought this unsafe, and I have therefore replaced the vernacular as an obligatory part of the High School course. At the same time the study of a classic also is made obligatory, for the obvious reason that High School boys are preparing themselves for the Arts Colleges. If our students are found to be overweighted by this regulation, the preparation of prescribed Vernacular books under the highest standards will not be required of them, and we shall depend on translation and analysis for reaching the principal object in view, viz., to preserve the vernacular as a joint medium of education with English and Sanskrit, so that the mental progress of the scholar may be reflected in his increased facility and power in the use of his native language.

57. It seems to me that the distaste for the vernacular which a consciousness of imperfect scholarship would certainly engender in the Indian graduate is a misfortune worth taking pains to avoid. The present vernaculars, better or worse for the changes wrought by time, will be the

* I quote a curious passage in the Report of one of the High School Head Masters (Indian): "Out of twenty boys preparing (for Matriculation) last year, nine were actual beggars. To all such boys school life is a period of sore trial. The middle class who seek High School education are really poor, for boys in a High School are the sons of Karkoons, whose annual income is seldom above 400 rupees, and of beggar-Brahmins who somehow manage to live from hand to mouth."

† Independent, *i.e.*, not ancillary to a High School.

languages of the people of India a hundred years hence, as they are now; for it is futile to imagine that they can be superseded by the language of the forty or fifty thousand persons who comprise the English civil population of India, who are excluded by Native custom from intimacy with the Indian people, and by the climate from making India their permanent home. If a vernacular language is capable of improvement by being made the medium (interchangeably with the more perfect languages) of cultivated thought, we are bound in our duty to the people of India to encourage such a use of it. How otherwise are the vernacular literatures of India to be "gradually enriched" (I quote from the Despatch of the Honourable Court of Directors in 1854) "by translations of European books, or by the original "compositions of men whose minds have been imbued with "the spirit of European advancement, so that European "knowledge may gradually be placed in this manner within "the reach of all classes of the people."

58. Even if it be granted that there neither is, nor ever will be, an original vernacular literature worthy to take its place with the literatures of the West, that may be a sufficient reason why Europeans should not be at pains to master the vernaculars, but it is no reason why the educated Indian should not learn to use with force and correctness the language to which he was born, and in which alone the mass of his fellow-countrymen can be addressed.

59. Holding these views, I confess my disappointment at the decision* of the Syndicate of the Bombay University

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* "No. 61 of 1871-72.

Office of the University Registrar,
Bombay, 27th April 1871.

To J. B. Peile, Esq., M.A.,

Director of Public Instruction, Bombay.

Sir,—Referring to your letter No. 66 of 1870-71, dated 8th April 1870, proposing to the University that 'every candidate for Matriculation, whether he takes up a classic besides or not, shall be required to satisfy the Examiners in the papers set and oral examination held in his vernacular,' and in reference to the opinions expressed thereon by the Heads of Colleges

against my proposal to require every candidate for the Matriculation Examination to satisfy the Examiners that he has a sound knowledge of his vernacular. As a single exercise in translation or composition would suffice, a valuable service would be rendered by the examining body at the cost of very little additional trouble. Even the Entrance Examination is conducted in English, a foreign language, and since the vernacular is now excluded from the higher examinations, candidates have the less inducement to offer it at entrance. I am unwilling to admit that the University does all it can be expected to for the encouragement of the vernaculars as long as it leaves anything undone. To render a valuable service to the cause of sound education by imposing an examination test appears to be peculiarly the province of an Indian University. I fail to see why it is more unsuitable for an examining body to test a candidate's proficiency in the vulgar tongue than to exact a certificate that he is of good moral character or that he is sixteen years of age. I hope that my proposal will be again brought forward for consideration, and in some form adopted.

Educational Tests of Candidates for the Public Service.

60. The new standards adopted by Government for the examinations which qualify candidates for certificates that they are eligible for lower grades of the Public Service are Vernacular Standard VI. and Anglo-Vernacular Standard

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and High Schools in this Presidency, which have been also under considerations, I am now directed by the Syndicate to inform you that they do not feel themselves able to accede to your proposal.

2. The vernaculars have, after much deliberation and discussion, been excluded from the higher Examinations of the University; they are not studied in any of the recognized Colleges; and the Syndicate are of opinion that by placing them on the same footing as the classical languages in the Regulations for the Matriculation Examination the University does all it can be expected to do for their encouragement.

I have, &c.,

(Signed) JAMES TAYLOR,
University Registrar."

V., as has been already said. The examinations are to be held in future with a little more formality. Hitherto the certificates have been granted by the Inspectors and Deputy Inspectors at school examinations, but the practice was open to some objections, and it is therefore now ordered that annual examinations shall be held in autumn by a committee of Educational Officers at the head-quarters of each Collectorate, and at Rajkote and Kolhapur for the Native States.

II.—University Degrees and the Government Colleges.

61. It is curious that as the number of successful candidates for entrance to the University was the same as last year, so the number of those who joined the Government or Private Colleges was also exactly the same, 101 out of 142. Mr. Wordsworth says "the present class of freshmen consists of 22 members only; but they are superior, I think, to the freshmen of the last two years."

Elphinstone College.....	37
Deccan College.....	22
Engineering College	13
Grant Medical College.....	18
Gujarat Provincial College...	3
Free General Assembly	1
St. Xavier's	7
	101

The Arts Colleges.

62. The Arts Colleges have been somewhat tried by the changes in their staff consequent on the death of Mr. Hughlings, and the departure of Dr. Kielhorn on leave. The results of the Degree Examinations have been already stated. Elphinstone College now occupies the new building erected at the joint cost of Government and Mr. Cowasjee Jehangir, C. S. I., and is for the first time suitably housed. Mr. Chatfield, the Principal, reverted to his post on the return of Major Waddington from leave. The appointment of two additional Professors for Elphinstone College is sanctioned, but now awaits the decision of the Government of India on the question of graded appointments, without which it cannot be known what salaries may be offered. I hope next year to report the actual arrival of both these new Professors and of a Professor of Persian.

63. Three out of four candidates from Grant College passed the Examination for the L. M. degree, and of these two were in the First Class. The Principal attributes the less successful result at the First Examination in Medicine (in which four out of twelve candidates passed) in some degree to the want of a Demonstrator of Anatomy. This want has now been supplied by the appointment of Mr. A. M. Kunte, B. A., L. M., to that office. In the lower departments of the College eleven Hospital Apprentices passed for the grade of Assistant Apothecary, and five Vernacular Pupils passed for that of Hospital Assistant, 3rd Class. Four out of the five qualified in English. At an examination held in October, 109 candidates competed for 11 vacent stipends in the Vernacular Class. The teachers of the class have nearly completed a series of Marathi text-books for its use. Two Sub-Assistant Surgeons, Graduates of the College, were promoted on examination from the second to the first grade. The Principal reports the non-success up to April of the project of opening a class of Native Midwives by the aid of funds given by a member of the Jijibhai family. Since he wrote, however, four Native midwives have been admitted and are now under instruction. The Principal reports that a College Gymnasium has been opened and is appreciated by the students.

Medical College.

64. The two other requirements of the College—a Resident Physician, and the enlargement of the Vernacular Class so that it may supply Native Doctors to other provinces besides Maharashtra—still await the consideration of Government, to which they were submitted two years ago.

65. The remarkable increase in the number of students at the Engineering College during the last four years proves that it may, under an administration careful to provide the means and apparatus of instruction, "meet* a great and increasing practical want, and

Poona Civil Engineering College.
Pupils on the roll on 1st of May.

1868	47
1869	50
1870	117
1871	136

* Despatch of the Secretary of State No. 3 of September 11th, 1869.

open an honourable and useful career to the educated youth of the Presidency." In 1870 two students of the University Class passed the Examination for the Degree of Licentiate, and eight passed the First Examination in Civil Engineering. The great attraction to the University Department of the College is the appointment in the Engineering Branch of the Public Works Department guaranteed by Government yearly to the student who passes the L. C. E. Examination with highest marks. This guarantee has failed on this occasion,* as neither of the Licentiates of 1870 has yet received an appointment. For whatever reason the Public Works Department delays to fulfil its engagement, it is much to be regretted that any doubt should be thrown on the stability of the Government's support. With a little judicious encouragement, and the removal of the obstructions incidental to newly-founded institutions, the Engineering College lecture-rooms may be crowded with candidates for that profession which seems most likely of all to correct the dreamy and unpractical tendencies of Indian students. Civil Engineering is an active profession, healthy for mind and body alike, into which educated Native youths are eager to gain admittance without any injudicious temptation, and I trust that this Government will take care that the Indian-born Civil Engineer is not discouraged by doubts as to either the attainments required of him, or the professional prospects depending on them. I invite attention, to the Report of the Principal (Appendix, page 360). It seems strange that while Executive Engineers object to employ the Graduates from this College because they lack practical experience, the Department of Public Works has as yet made no progress in constructing buildings to shelter the machinery for the workshops, which reached Poona nearly three years ago, and is now sustaining its third monsoon in the

* Mr. Ramchandra Govind Oke, B. A., L. C. E., has received his appointment as 3rd Grade Assistant Engineer since the above was written. At the same time it was announced that no L. C. E. will in future be appointed to similar rank who is not an L. C. E. *in the First Class.*

cases in which it was imported. I pointed this out to Government in my Report of last year, but without effect.

66. The Principal pays a merited tribute of gratitude to Colonel H. St. Clair Wilkins, R. E., who spontaneously undertook to lecture the Senior Class weekly on Architecture during July, August, and September 1870. He afterwards examined the students in Civil Engineering and Architecture, and found them unable to illustrate their answers by free-hand drawing; and this experience led him to recommend the appointment of a Drawing Master, the pressing need for which had already been pointed out by the Principal. A Drawing Master (Indian), on Rs. 200 per mensem, was accordingly appointed at the beginning of 1871. This salary, I observe, was entirely provided from the College fees, first collected in 1870, and is no charge on the public revenues. Both the Principal and Colonel Wilkins also advised the addition of a Professor of Mechanical Engineering, and I propose to move Government to make a provision for this appointment in the next Provincial Budget.

67. The College is also indebted to Colonel Wilkins for reminding Executive Engineers that the College course of the students is the time for theoretical learning, tested by the L. C. E. Examination, that practical experience is to be gained after the L. C. E. degree is obtained, and that its results are tested by the Examination for a Master's degree. The practical part of the College course is limited to drawing and the use of instruments (including machinery, when the workshops are built); for practice as working Engineers the students must look to the Executive Officers of the Public Works Department, so far as Licentiates are employed by that department.

68. That they may be physically prepared for rough work and active service, I propose to move Government for a grant for the construction of a Gymnasium in the College precincts.

69. The Law School sent up thirteen candidates for the LL. B. degree, all of whom passed. The fee, first imposed in 1870, appears to have slightly diminished the numbers on the roll, but not the efficiency and success of the school.

Government Law School.

III.—Matriculation Results and the Government High Schools.

70. For the Entrance Examination of the University 877 candidates presented themselves, of whom 142 passed. The number of successful candidates is the same as in 1869; the number of unsuccessful is greater by 74. It is to be inferred that failure is not discouragement. The numbers are thus subdivisible:—

	Passed.	Unpassed.	Total.
Candidates from Bombay Government Schools and Colleges	87	267	354
Other Candidates	55	468	523
	142	735	877

About one in four of the candidates from Government Schools passed, and about one in nine of the other candidates. The Vice-Chancellor in Convocation compared the numerical results at Matriculation in Calcutta, Madras, and Bombay, and found that the proportion of passed men for ten years is 50 per cent. in Calcutta, 60 per cent. in Madras, and 34 per cent. in Bombay. If a comparison of numbers is made, it should be added that the Entrance Examination of the other Universities is held in certain appointed text-books, whereas in Bombay no books are appointed. The following table shows that a real advance has been made in preparation for a College course, the proportion of candidates who took up a classical language being greater every year:—

Statement showing the number of students who Matriculated from Government High Schools between 1861 *and* 1870.

Years.	Number Matriculated with a Classical Language.	Number Matriculated with their Vernacular.	Total.
1861	.....	8	8
1862	.....	7	7
1863	.....	31	31
1864	1	52	53
1865	.....	72	72
1866	18	55	73
1867	29	82	111
1868	38	131	169
1869	27	63	90
1870	31	55	86
Total.....	144	556	700

Statement showing the number of Candidates for Matriculation sent up from each Government High School in 1870, *and the number of Successful Candidates in* 1868, 1869, *and* 1870.

High Schools.	Number sent up 1870.	Number passed in		
		1870.	1869.	1868.
Elphinstone High School	98	22	36	58
Poona ditto	64	11	13	29
Ahmedabad ditto	28	6	5	12
Surat ditto	47	9	7	19
Ahmednagar ditto	9	3	2	1
Dhulia ditto	20	5	1	7
Ratnagiri ditto	33	13	13	22
Belgaum ditto	18	8	7	5
Kattiawad ditto	12	5	2	6
Rajarama(Kolhapur) ditto	15	2	4	4
Hydrabad ditto	4	1	1	2
Karachi ditto	6	1	...	3
Total.....	354	86	91	168

71. The second statement shows that while the unexpectedly adverse result in 1869 was almost universal, and was doubtless due to a rise in the standard, some schools did better in 1870 than in 1869, and some not so well. I found no conclusion in any case on the results of one or two years, especially where much may be due to accident, and something is doubtless due to uncertainty about the standard, but it seems that some schools have already overcome the reverse of 1869. And I remind all the Head Masters that with the recent addition of strength to the "feeders" of the High Schools, and the new organization just introduced, they have more power in their hands to fortify their weak places than they have had hitherto. An active Head Master * is now authorized to exercise a powerful influence upon the schools which supply him with pupils, and those schools have been placed, where practicable, under Head Masters experienced in the High School system and course. Particular attention will also now be given to the study of English in the "feeders," where beginners will be constantly practised in translating English into Vernacular, and Vernacular into English. I confidently expect that the Head Masters will avail themselves of these advantages, and send up their classes to Matriculation a few years hence with a more correct and solid knowledge of English, and with much greater certainty of success. The Head Master of the Poona High School has formed his younger and less experienced assistants into a normal class under his personal tuition. I commend this valuable experiment to the attention of others.

Middle Class Government English Schools.

72. Four of the most important Government "Anglo-Vernacular" Schools—at Satara, Nassick, Neriad, and Broach—were strengthened and raised to the rank of High Schools, Second Grade, at the end of the year. There is now a Government High School in each of the Gujarathi collectorates, and in Khandesh, Nassick, Ahmednagar, Poona, Sattara, Belgaum, and Ratnagiri. The

* See Appendix F, p.476.

Elphinstone High School in Bombay provides for Tanna. Sholapur has a good English School, and has access by railway to Poona. A High School is in course of establishment at Dharwar. Canara and Colaba are not yet sufficiently advanced to support one. The list is completed by the Kathiawad and Rajarama High Schools at Rajkote and Kolhapur, maintained by Native States, and the Karachi and Hydrabad High Schools in Sind.

73. The system of "feeders," as shortly to be completed, will be as follows :—

	High Schools.	*Feeders.*
1.	Elphinstone High School, Bombay	Fort Branch, Jaggannath Shankarshet, and Gokaldas Tejpal Anglo-Vernacular Schools.
2.	Poona High School ...	Poona City Vernacular School No. I. Ditto ditto No. II. Ditto ditto Camp.
3.	Ahmedabad High School	Ahmedabad Anglo-Vernacular School No. I. Ditto ditto No. II.
4.	Surat High School ...	Surat Anglo-Vernacular School No. I. Ditto ditto No. II.
5.	Dhulia High School ...	Dhulia Ang.-Ver. School.
6.	Ahmednagar High School.	Ahmednagar ditto ditto.
7.	Ratnagiri High School.	Ratnagiri ditto ditto.
8.	Belgaum High School.	Belgaum ditto ditto.
9.	Dharwar High School.	Dharwar ditto ditto. Hubli ditto ditto.
10.	Kathiawad High School,	Rajkote Branch School.
11.	Rajarama High School, Kolhapur.	Kolhapur Anglo-Vernacular School.
12.	Hydrabad High School.	Hydrabad ditto ditto.
13.	Karachi High School.	Karachi ditto ditto.

74. In the four new High Schools the whole Anglo-Vernacular course will be taught for the present. The other Anglo-Vernacular Schools, of which Sholapur, Malligaum, Tanna, Kaladgi, and Carwar are the principal, either send up boys to the High Schools, or educate them to the end of the Middle Class course (Standard V. Anglo-Vernacular).

75. Many of the High Schools were examined this year by Professors from the Arts Colleges, to whom I have to express my obligations for the performance of this toilsome duty without any special reward. The High Schools at Poona, Kolhapur, Belgaum, Surat, Ahmedabad, Ahmednagar, and the Elphinstone High School, as also the Broach and Neriad English Schools, were thus examined. The gentlemen who gave their services for this work were Professors Oxenham, Kielhorn, Bellairs, Bhandarkar, and Chhatre.

76. The following tables show the number of students studying English, Sanskrit, Latin, and Persian, compared with the number in former years. Details will be found by readers who wish for them in the Inspector's Reports.

	Number studying each language.		Increase.	Decrease.
	1869-70.	1870-71.		
English	11,506	10,692	.....	814
Sanskrit	1,989	2,398	409	.....
Latin	351	498	147	.....
Persian	.....	176	176	.....

77. The following is an analysis of the study of English in 1870-71 :—

Number of Colleges and Schools.	Grades of Schools.	Number learning English.		Increase.	Decrease.
		1869-70.	1870-71.		
6	Colleges	566	558	...	8
12	* High Schools	2,926	2,695	...	231
46	1st Grade Anglo-Vernacular Schools	5,023	4,875	...	148
111	2nd ditto ditto ...	2,991	2,564	...	427
	Total.....	11,506	10,692	...	814

78. I was prepared to see a decrease in the number learning English in Second Grade Anglo-Vernacular Schools, but it must not be inferred that I desire to see the spread of English checked. My only object is to discourage bad teaching, and the measure required for this purpose is now in force. All teachers of English in Government schools must now hold at least a certificate of competency from an Inspector, and those of them who have matriculated may obtain a certificate of a higher class by passing an examination which will be held yearly in future at the head-quarters of each Division. On the other hand, as the knowledge of English possesses a tangible value, the better quality of teachers will have to be paid for by those who apply for their services, and the position of the question will, I trust, shortly be this, that English instruction, guaranteed by the Department to be of good quality, will be supplied wherever a reasonable special subscription towards its cost is tendered by those who require it.

* Decrease almost entirely in Elphinstone High School, the fee having been raised. The reduced numbers are quite as many as the building and staff can manage.

79. I hope that the smaller towns will recognize the fairness of this policy, and will be brought by the Inspectors to see that only by an application of the grant-in-aid system to voluntary contributions to be raised by them can good English Schools be multiplied. It may be gleaned from the statistics printed in last year's Report that the number of towns which may be expected to support Middle Class Schools on this system is under 200, and the voluntary system, which failed in dealing with tens of thousands of villages and hamlets, might be easily worked on a scale so moderate. It is encouraging to note that the grants-in-aid of Rs. 50 per mensem, on condition of a Municipal subscription of equal amount, provided by this Government in the Provincial Budget, have been taken up with alacrity, and more will be required.

Influence of Higher Government Public Schools.

80. The following table will be studied with interest. It shows how far the higher Government English Schools act as educational centres to the surrounding districts. The country people seem less enterprising in going to seek higher education in Gujarat and Sind than in Maharashtra and the South:—

Name of School.	Resident Scholars.	Scholars from other places.
Elphinstone High School	493	165
Poona ditto	136	235
Ahmedabad ditto	112	58
Surat ditto	190	63
Ratnagiri ditto	25	184
Belgaum ditto	33	156
Dhulia ditto	27	108
Ahmednagar ditto	90	89
Kolhapur ditto	42	198
Rajkote ditto	46	60
Carried forward.....	1,194	1,316

Name of School.		Resident Scholars.	Scholars from other places.
	Brought over.....	1,194	1,316
Karachi	ditto	75	8
Hydrabad	ditto	86	7
Other Higher Schools.	Central Division	1,288	1,033
	Northern Division	1,269	255
	North-East Division ...	162	133
	Southern Division	132	207
	Sind	246	99
	Total.....	4,452	3,058

81. These figures clearly show the importance of the Boarding-houses for non-resident students which have been established in some of these places, and should be established in connection with all the larger schools. Combination can secure for the poor scholars a better diet than they can individually command—a matter of great importance to their physical health. Measures are in progress to this end. Two other important appendages are a good Library and a good Gymnasium. I have added a series of historical works to each of the High School libraries during the year, and most of them are fairly supplied with standard works. As adjuncts, good chemical and mechanical apparatus have been ordered for the principal schools, and have partly arrived. As to gymnasia a good deal has been done. There are excellent gymnasia, with teachers, at Kolhapur and Rajkote, and a fair apparatus at Poona, Surat, Belgaum, Ahmedabad, Dhulia, Hydrabad, and Karachi. The Karachi High School has its fortnightly school cricket-match. A boat has been obtained by Colonel G. S. Anderson for the Kolhapur School. Wherever I have visited the gymnasia, I have found the Native students taking to their exercises with remarkable zest.

82. The above table shows the action of the higher schools on the population as divided into townspeople and countrymen. It is not less interesting to trace the classes which chiefly, in proportion to their numbers, lay hold upon the advantages offered to them. The following tables are probably not very precise, but as a general guide they may be safely consulted, and I think that, considering how comparatively small a body the officials of British and Native districts form, the proportion of their sons in the higher schools is remarkable, and a fact to be noted in forecasting the future of Indian society. The figure made by the Brahman beggars is a very quaint phenomenon.

Table showing the station in life of the parents of Matriculated Students in—

(1.)—*Government Colleges.*

	Sons of persons of property.	Do. of Professional persons.	Do. Merchants.	Do. Contractors.	Do. Government Officials.	Do. Pensioners.	Do. Officials under Native States.	Do. Private Clerks.	Do. Priests.	Do. Soldiers.	Do. Petty Tradesmen.	Do. Shroffs.	Do. Artizans or Servants.	Cultivators.	Miscellaneous.	Total.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Elphinstone College (Arts)	7	12	25	1	37	...	2	13	13	1	6	5	4	5	2	133
Deccan College (Arts)	6	4	...	...	28	6	9	5	4	...	2	5	1	5	7	82
Engineering College	3	1	1	1	15	...	1	1	8	...	1	1	...	2	5	40
Medical College	10	6	...	...	29	...	2	6	...	...	19	...	...	...	...	72
Law School	7	3	9	1	15	...	4	2	1	...	...	1	...	1	...	44
Total	33	26	35	3	124	6	18	27	26	1	28	12	5	13	14	371

(2) *Government High Schools.*

	Sons of persons of property.	Do. Professional persons.	Do. Merchants.	Do. Contractors.	Do. Government Officials.	Do. Pensioners.	Do. Officials under Native States.	Do. Private Clerks.	Do. Priests.	Do. Soldiers.	Do. Petty Tradesmen.	Do. Shroffs.	Do. Artizans or Servants.	Do. Cultivators.	Do. Miscellaneous.	Total.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Elphinstone	219	104	...	...	73	...	...	137	...	...	71	...	45	9	...	658
Poona	125	19	...	...	31	...	...	94	...	...	54	...	11	1	36*	371
Surat	42	41	...	...	90	8	2	...	9	...	20	7	7	27	8	261
Ahmedabad	8	54	...	...	52	6	...	18	...	...	...	...	...	3	29†	170
Kolhapur	61	2	...	...	22	...	...	94	...	...	13	...	5	19	24‡	240
Belgaum	27	16	...	...	30	...	...	61	...	...	27	...	...	28	...	189
Ratnagiri	63	3	...	...	39	...	...	...	...	...	3	...	1	96	5‡	210
Ahmednagar	110	21	...	...	41	...	...	30	...	...	33	...	3	19	...	257
Dhulia	17	9	...	...	22	...	...	55	...	...	3	...	6	6	17‡	135
Hydrabad	20	8	...	...	23	...	...	35	...	...	7	...	...	...	...	93
Karachi	28	18	...	...	6	...	...	24	...	...	2	...	...	...	5	83
Kathiawad	12	2	...	1	10	...	37	...	9	...	24	...	9	2	...	106
Total	732	297	...	1	439	14	39	548	18	...	257	7	87	210	124	2,773

* Chiefly religious mendicants. † Fathers described as 'dead.' ‡ Beggars.

(3.) *Government Higher English Schools.*

	Sons of persons of property.	Do. Professional persons.	Do. Merchants.	Do. Contractors.	Do. Government Officials.	Do. Pensioners.	Do. Officials under Native States.	Do. Private Clerks.	Do. Priests.	Do. Soldiers.	Do. Petty Tradesmen.	Do. Shroffs.	Do. Artizans or Servants.	Do. Cultivators.	Do. Miscellaneous.	Total.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Central Division ...	619	336	...	...	261	...	...	566	...	1	215	20	101	38	*134	2,291
Northern do.	242	266	...	...	132	1	66	293	34	...	269	...	38	95	† 88	1,524
Southern do.	69	24	...	...	78	...	...	66	...	...	40	...	23	38	...	338
North-East do.	59	11	...	...	77	4	...	59	...	...	13	...	19	15	‡ 38	295
Sind do.	28	37	...	...	87	...	...	82	...	...	59	...	30	11	11	345
Total.....	1,017	674	...	...	635	5	66	1,066	34	1	596	20	211	197	271	4,793

* 40 sons of persons dead or unemployed ; 94 beggars.

† 17 beggars.

‡ Beggars.

IV.—The Policy of Government as to Primary Education—Government Primary Schools.

83. I have reprinted with much satisfaction (Appendix, page 135) a declaration by the Government of India of its policy on the subject of primary education issued in February 1871:—"The education of the masses has the greatest claim on the State funds. The Government of India desires to maintain this view, but the Grant-in-Aid Rules have in practice been found so unsuitable to Primary Schools that, except in special cases, such grants-in-aid are seldom sanctioned from the General Revenues. It has moreover been repeatedly affirmed that we must look to local exertion and to local cesses to supply the funds required for the maintenance of Primary Schools. These standing orders may seem inconsistent, but they really are not so. The fact is that primary education must be supported both by Imperial funds and by Local rates. It is not by any means the policy of the Government of India to deny to Primary Schools assistance from Imperial Revenues, but, on the other hand, no sum that could be spared from those revenues would suffice for the work, and Local rates must be raised to effect any sensible impression on the masses." Local Governments are therefore to assign from the Provincial Grants funds in aid of schools mainly supported by contributions from Local cesses or Municipal rates, and the State contribution is limited to one-third of the total cost, with an exception in favour of poor and backward districts.

84. Nothing could be more satisfactory than this most definite statement of policy, which entirely confirms the system followed in Bombay for several years past. It agrees also in a singular manner with the proposals * for extending that

* It was provided (Section XXV. of the draft Bill) that Municipal funds should be applicable to—

"Defraying such portion, not exceeding two-thirds, of the charges of every description, of providing complete primary instruction within the Municipal limits, as the Governor in Council may direct after consideration of the representations of the Director of Public Instruction and the Municipality, to

system embodied in the draft of a new Municipal Act prepared by a Committee of Revenue Officers in 1870 and laid before Government in September.

85. But I have since found, with regret and disappointment, that while His Excellency in Council has promised the Government of India specially to consider the claims made by the Educational Department on behalf of primary instruction in distributing the Provincial Grant, he has also apparently expressed himself as unprepared to take any other measures for extending education. Now two duties are contemplated in the despatch I have quoted—one to raise school rates or cesses, and the other to aid them from the Provincial Grant, and a Local Government which avoids raising school-rates will certainly be safe from claims for a grant in aid of them, but it will also fail to extend instruction among the masses, and to carry out the policy proposed by the Government of India.

86. I confess I had hoped that, in the two years which have elapsed since the subject was first brought forward, the administrative duty of completing the system of school-rating would have been recognized by Government. I had hoped that before the end of this year each important town would form an educational unit, having its schools supported by the school-rates paid by the townspeople, by any endowments or contributions for the town, and an added third from the public funds. But here we are still administering as if it sufficed for the whole population a fund of which the very first condition (imposed by law) is that it is to be expended on the schools and educational needs of "*the contributing villages*" and "*in the talooka in which it is levied.*"

87. The year 1870-71 has added 238 Primary Schools and 8,898 Pupils to the numbers of 1869-70. Applications for schools have been made by 164 villages in the Central Division, 14 in the Northern Division, 25 in the North-East

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whom the Estimates of the Director of Public Instruction shall be submitted annually for their opinion."

Division. The Inspectors of the Southern Division and Sind have omitted to give the numbers.

88. The subjects of the expenditure of the Local Funds on Primary Instruction, and of the course of reading in Primary Schools, have been already noticed, and I need not lengthen this Report by dwelling further on them here.

89. I offer, however, the following table, important in many ways. It shows how readily the agricultural cess-payers, who form hardly sixty per cent. of the population, avail themselves of the schools provided from their rates, without any compulsion, but because the schools are there and paid for, and they have the good sense to use them. It reminds us that while about six lakhs of the cess-payers' money are spent on the schools, this sum is met by only about two lakhs of public money, and not a quarter of a lakh of Municipal funds: that the absence of school-rates in towns is unfair to the rural cess-payer: that a school-rate levied and administered by the State under legal authority is a better means of support for Primary Schools in towns than a high rate of fee.

	2nd Grade Anglo-Vernacular Schools.			Primary Schools.		
	Total Number on Rolls.	Cess-payers.	Proportion per cent.	Total Number on Rolls.	Cess-payers.	Proportion per cent.
Poona	80	36	45	7,774	4,254	55
Sholapur	.....	.....	...	4,132	2,291	55
Satara	579	346	60	7,862	5,393	69
Ratnagiri	382	205	54	7,485	5,659	76
Tanna	495	281	57	6,518	4,784	73
Colaba	123	80	65	3,242	2,707	83
Khandesh	1,880	880	47	12,595	8,512	68
Ahmednagar & Nassick.	874	254	29	10,583	5,080	48
Peint State	.....	.....	...	373	6	1·60
Ahmedabad	326	22	6·75	6,682	3,710	55
Kheda	347	78	22	10,641	8,296	77
Broach	335	17	5·07	3,725	2,537	68
Surat	535	402	75	6,781	4,596	67
Carried forward...	5,956	2,001	...	88,393	57,825	...

	2nd Grade Anglo-Vernacular Schools.			Primary Schools.		
	Total Number on Rolls.	Cess-payers.	Proportion per cent.	Total Number on Rolls.	Cess-payers.	Proportion per cent.
Brought over...	5,956	2,601	...	88,393	57,825	...
Belgaum	975	376	38	4,780	2,986	62
Dharwar	983	537	54	5,650	3,482	61
Kaladgi	418	179	42	4,818	3,139	65
Canara	372	252	67	2,279	1,535	67
Total (Presidency)...	8,704	3,945	45	105,920	68,967	65
Karachi	373	68	18	1,227	89	7·25
Hydrabad	239	81	33	2,539	278	10
Shikarpur	339	62	18	3,330	590	17
Total (Sind)...	951	211	22	7,096	957	13

The total of cess-payers' children is 74,080. The total of last year was 66,221, and of the year before 59,975.

V.—Vernacular Training Colleges.

Training Colleges for Masters.

90. I printed at length last year (Appendix, p. 381) the new Training College Code, in issuing which I placed upon the Inspectors the responsibility of providing an adequate supply of trained Masters for their Divisions. The new regulations are gradually coming into use, and the result is said to be good. I will not encumber these pages with a long account of what has been done. This will be found in the Reports of the Inspectors, and the statements which they have made at my desire will show how much is still to be done before the system has overtaken the wants of the day. I have tried to improve the position of the Vernacular Teacher, and at the same time to exact from him a more laborious training, to consolidate the professional status of the Village School master, and to give him something to respect and something to hope. No expenditure should be grudged which is necessary to make the Vernacular Training Colleges as large and as good as they ought to be. I again commend them to the special care of the Inspectors.

91. The institutions for training Masters are the Colleges at Ahmedabad, Poona, and Belgaum, and Schools at Dhulia, Rajkote, Kolhapur, Hydrabad, and Sukkur.

Training Colleges for Schoolmistresses.

92. The public grant for training Schoolmistresses has been divided equally between the Bombay and Poona Schools, so that each has Rs. 500 per mensem from Government, met in the former case by subscriptions only, and in the latter by subscriptions and the Local Funds of the districts which are to have the services of the trained teachers.

Bombay Female Normal School.

93. In the Bombay Female Normal School there are twelve scholarships or stipends, ranging in value from Rs. 10 to Rs. 25. Six of these are Government stipends, and the other six subscribed by Native gentlemen. Candidates are found for these stipends in sufficient numbers. Those selected sign agreements to serve as teachers when their training is ended. Nine out of the twelve scholars are Parsees, the rest Hindus. The school is now conjoined with a lower department, used as a Practising School, and is held in rooms found by a Parsee gentleman who supports the latter. The course selected for the Training School is comprised in the three lowest Anglo-Vernacular Standards,* with some modifications. That is, a simple English and Gujarathi course of instruction will be what the scholars will be prepared to teach, with Arithmetic, History, and Geography, Needlework, and Music on an approved system. The school was examined in March under Anglo-Vernacular Standard III., and some of the scholars passed in English, Arithmetic, History, and Geography.

Poona Female Normal School.

94. The nucleus of the Poona Female Normal School existed throughout last year, but it obtained its public grant and was formally opened in November 1870. As the first benefactors of the school, I have pleasure in recording the

* Printed in Appendix F, page 454.

names of the Bai Sahebs of Sangli and of Jath, the Chief of Jamkhandi, the Chief of Kurandwad, the Honourable Mr. Byramji Jijibhai, and the Honourable Mr. Mangaldas Nathubhai. The list of benefactors has since been greatly extended by the names of the following influential donors, who, however, I think it fair to explain, did not contribute like the first expressly to support this school, but who readily followed the suggestion of Government to allot to it a portion of a fund subscribed for some good work in honour of H. R. H. the Duke of Edinburgh:—

The Rao Saheb Pritinidhi of Satara and Karar.

The Pant Sachev of Bhore.

Bapu Saheb Naik Nimbalkar of Phaltan.

Rao Saheb Duflay of Jath.

The Chief of Miraj.

Raghunath Keshev, Chief of Kurandwad.

Ganpatrao Bapu Saheb and Vinayakrao Appa Saheb Patwardhan, of Kurandwad.

Raja Saheb Jadhowrao of Malligaum.

The Chief of Jamkhandi.

The Chief of Sangli.

Rao Saheb, Raja of Akalkote.

Anna Saheb, Chief of Vinchur.

95. The list is now completed by a donation from H. H. Scindia on his late visit to Poona.

By these gifts the school is possessed of an endowment fund of Rs. 26,000. The Municipality of Poona pays Rs. 20 per mensem towards the rent of the school-buildings.

96. No difficulty has been met in obtaining candidates for stipends of Rs. 7 and 8 per mensem. Twenty students have been admitted altogether since November, of whom the youngest is 16 and the eldest 37. All have signed agreements to teach in schools when their training is ended. Most of them are natives of Poona, but one has come in

from Karar, another from Sangli, with her husband, who is in the Vernacular Training College for Masters. Three are wives of schoolmasters. Several are of the Brahman caste, others are wives or widows of Kunbis, Shenvis, and Sonars. They have worked together harmoniously on the whole, under the patient and discriminating superintendence of Mrs. Mitchell. The results so far obtained appeared to me at a recent inspection to be very satisfactory. The school occupies a building in the heart of the City of Poona, and there is a large Practising School under the same roof.

97. The course I have laid down for this school is the Vernacular School course. The less promising students will be prepared to teach a part, and the best students the whole, of that course, with Needlework and perhaps something of Music. I have excluded English from the course, as the teachers are designed for Vernacular Schools, but English is taught to some of the most intelligent women out of school hours. I hope to see this school take a very important place as the principal Female School of the Marathi Districts, and supply first itself, then the schools of Poona, and lastly, every town of the Deccan, with disciplined and active schoolmistresses. Yearly entrance and certificate examinations will be organized in due time on the basis of the Vernacular Training College Code. I desire to bring to the favourable notice of Government the name of Rao Saheb Narayan Bhai, Principal of the Vernacular Training College, Poona, on account of intelligent and active assistance rendered in establishing the Poona Female Normal School.

98. What has been done seems to show that it is perfectly practicable to conduct a Training School for female teachers on the same principles as for male teachers by appealing to the same motives. The offer of respectable and fairly-paid employment under the shadow of a Government department is safe to meet with a response. It is true that the experiment cannot be declared successful until it is seen how the trained students comport themselves as teachers, but

I am inclined to think that Government will most properly and effectively direct its efforts in this matter to the class which attends our village schools. As to the upper classes, I think that we must educate the women through the men. The man whom we have educated will have his wife and daughters educated. The illiterate man will not heed us, charm we never so wisely. If those interested in the higher culture of women were so minded, they might very easily get what they require for themselves by a little combination.

99. I do not consider that the wants of Gujarat can be met by the Bombay Female Normal School, and I propose to expand the class which has had a precarious existence at Ahmedabad into a school like that at Poona, as soon as a special building and suitable Head Mistress have been obtained.

VI.—Aided Private Schools.

100. I will begin this notice with an analysis of the list of seventy-one schools aided on the system of payment by results in 1870-71.

	High Schools.				Middle Class English Schools.				Primary Boys' Schools.			Girls' Schools.				
	For European boys.	Conducted by Europeans for Natives (Missionary).	Conducted for Natives by Natives.	Total.	For European boys.	Conducted by Europeans for Natives (Missionary.)	Conducted by Natives for Natives.	Total.	Missionary.	Native.	Total.	For Europeans.	By Missionaries for Natives.	By Natives for Natives	Total.	Grand Total.
In Bombay	3	3	...	6	7	1	..	8	4	...	4	3	...	...	3	21
Poona	...	1	1	2	3	...	..	3	1	...	1	2	2	...	4	10
Surat.....	...	1	...	1	...	...	1	1	6	2	8	...	1	4	5	15
Ahmedabad...	...	1	...	1	...	...	...	...	2	...	2	...	...	2	2	5
Rest of the Presidency...	1	2	...	3	7	1	...	8	6	1	7	1	1	...	2	20
	4	8	1	13	17	2	1	20	19	3	22	6	4	6	16	71

Or according to the object of the schools —

	High Schools.	Middle Class English.	Primary Boys'.	Girls'.	Total.
Schools for Europeans	4	17	...	6	27
Missionary Schools for Natives	8	2	19	4	33
Schools kept by Natives for Natives	1	1	3	6	11
Total.....	13	20	22	16	71

101. In observing last year that the great majority of these schools cannot be regarded as national, I intended to mark the fact that they are not the fruit of any movement in the heart of the Indian nation, and that they afford no ground for hoping that the day is near when the people of this Presidency will spontaneously undertake the management of their educational system. I remarked at the same time how limited is the field of action of the Aided Schools, five-sevenths of the whole number being placed in the four principal cities. It was my object to point out that in far the greater part of this Presidency the Native population supplies neither any bodies nor any individuals fitted to undertake the duty of school managers.

102. One-third of the Aided Schools are maintained for the European and Eurasian inhabitants of Bombay, Karachi, Poona, Sholapur, and Belgaum.

103. The schools supported by Missionary bodies number 33 out of 71, and the number will be increased this year by the schools of two additional Missions.

The Aided Societies are—

In Bombay and Poona :—

The Free General Assembly,
The General Assembly,
The Church Missionary Society,
The Diocesan Board of Education,
The Roman Catholic Church in Bombay;

and spread over the Presidency from North to South are—

Schools of the Church Missionary Society at Hydrabad and Karachi;

Schools of the Irish Presbyterian Mission at Ahmedabad, Surat, and Borsad, in Eastern Gujarat, and at Rajkote and Gogo, in Kathiawad;

Schools of the Church Missionary Society at Sharanpur, near Nassick, and at Malligaum, in Khandesh;

A school of the S. P. G. at Egatpura, Nassick;

A school of the Diocesan Board (European) at Sholapur.

To these will be added in the present year—

Schools of the Basle German Evangelical Mission in the Dharwar Collectorate;

Schools of the London Mission in Belgaum.

104. I believe that the only religious society maintaining schools in this Presidency which has not applied for a grant is the American Mission* in the Ahmednagar collectorate, which prefers to be independent of the Government.

Of the eleven schools conducted by natives for natives, the High School and Middle Class School and one of the Primary Boys' Schools are kept by the Head Masters for a livelihood. The rest are supported by endowment funds. Two other schools opened by Native Head Masters in Poona will be examined for grants this year.

105. The year 1870-71 added eight to the number of Aided Schools; the year 1871-72 will add nineteen. The grants made according to results in 1869-70 were Rs. 38,148, and in 1870-71 Rs. 44,607.

106. Thus the system has been freely accepted by such managing bodies as exist in this Presidency, and is not to blame for not extending where there are no managing bodies.

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* The American Mahratta Mission, established in 1813 by the American Board of Foreign Missions.

107. The Bengal Educational system* is mainly a grant-in-aid system, and it is impossible to read the Bengal Reports on Public Instruction without observing the reason. Thus 1,431 out of 1,689 Aided Schools are "conducted by Native managers." "The upper and middle classes of Native society are fairly represented by the secretaries to Grant-in-aid Schools." "The system is good for comparatively large schools, having intelligent men placed over them as managers."

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* A comparison of the distribution of the Bengal and Bombay public grants to schools may be interesting, and will be found on the opposite page.

Bengal.	No. of Students.	Average Cost per head to Government.	Total Cost to Government.	Bombay.	No. of Students.	Average Cost per head to Government.	Total Cost to Government.
		Rs.	Rs.			Rs.	Rs.
1. *Government Colleges*	1,822	223	3,30,337	1. *Government Colleges*	592	267 4/5	1,58,488
2. *Government Schools*:—				2. *Government Schools*:—			
Higher Class English	9,564	23½	2,25,056	Higher Class English	2,950	34 1/6	1,00,775
Middle Class English.....	793	9	7,152	Middle Class English.....	5,061	8 4/5	44,453
Middle Class Vernacular ...	10,608	5	58,357	Do. Do. Vernacular	13,968	2½	34,830
Lower Class Vernacular ...	1,093	4	4,842	Lower Class Vernacular ...	129,112	1¼	1,62,582
Total.....	22,058	13½	2,95,407	Total.....	151,091	2¼	3,42,740
3. *Aided Colleges*	356	83	29,600	3. *Aided Colleges*.....	.....	.....	.....
		Rs. a. p.					
4. *Aided Schools*:—				4. *Aided Schools*:—			
Higher Class English	9,086	5 11 3	51,824	Higher Class English	2,736	9 8 6	
Middle Class English.....	28,081	5 9 10	1,57,705	Middle Class English	2,509	8 12 1	60,967
Middle Class Vernacular ...	33,081	1 3 7	1,02,641	Middle Class Vernacular ...			
Lower Class Vernacular ...	58,573	1 13 5	1,07,895	Lower Class Vernacular ...	1,289	1 4 2	
Girls'	7,214	8 10 1	62,295	Girls'	2,150	5 3 2	
Total.....	136,035	3 8 8	4,82,360	Total.....	8,684	7 0 3	60,967
5. *Scholarships in the above*	.....	.....	1,35,536	5. *Scholarships in the above* ...	.....	.....	20,000
Grand Total.....	160,271	7 15 1	12,73,240	Grand Total.....	160,367	3 10 1	5,82,195

Abstract.

Bengal		Bombay	
Schools and Colleges	about 13 lakhs.	Schools and Colleges.....	about 6 lakhs.
Add—Inspection	3 lakhs.	Inspection	1½ lakhs.
Normal School	1½ lakhs.	Normal Schools.....	¼ lakh.
Special Schools and Miscellaneous	1 lakh.	Special Schools, Book Depôts, and Miscellaneous ...	1 lakh.
Total	about 18½ lakhs.	Total.....	about 9 lakhs.

108. In Bombay, bodies and private persons capable of managing schools are generally wanting, and therefore the duty of assessing school rates and managing a school system has devolved on the Government. Municipalities, certainly, may be expected to perform some of the functions of managing bodies, but the small use they have made of a permissive Act (Act II. of 1862) has proved that they cannot be relied upon for spontaneous action in the course or to the extent desirable, and here also regulation by Government appears to me absolutely necessary for maintaining a school system with any pretensions to completeness.

There can be no Aided Primary schools without managing bodies.

109. Our grant-in-aid system exists then for European lay and Missionary managers, and for a small margin of Native experimenters. I believe that the system is fairly accurate in its method, careful in its expenditure of the public funds, and sufficiently liberal and certain. I hold it to be superior to other systems in the power it secures to Government over the teaching in Aided Schools, and the precision with which it adjusts payment to results: for the slightest falling off in a teacher's energy is felt in the work of his class, and recorded in a reduction of the grant. The results of each year are measured and paid for at the year's end.

110. Two years ago it was charged against the Bombay system, in a pamphlet signed by several managers of Aided Schools, that the grants by results are inadequate and capricious. Having now fully considered the working of the system, and laid my matured views before Government (see papers printed in Appendix **F**, page 442), I will try to guide the reader to the means of forming a judgment on these matters of complaint.

111. The charge of caprice is easy to dispose of. It means, I believe, that a school may lose its whole grant or part of it at any time by some unmerited misfortune, such as the sudden death of a master. But it has never been

declared that special treatment will not be conceded to such cases on a representation of the facts. On the contrary, special grants of half the first year's expenses have been made to one or two deserving schools irrespective of examination results.

112. The charge that the grants are illiberal may mean either that they are illiberal absolutely, or more illiberal than those given elsewhere.

113. For the first contention some standard of liberality is wanted. At what proportion of the cost of a school does a grant cease to be liberal? I think that the common-sense of school managers will agree to the principle that *a school of which the State and the fees pay the whole cost is not an aided school.* Either in endowment or service the aided school ought to possess some independent resources. It has been argued in the past year that if the Missionary bodies had more funds they would open more schools. But so would the Government Department of Education, and it would be contrary to the principle of our administration to open new schools through Missionary agency at the same cost as would provide an equal number of Government schools. As about one-third of the cost of a school of higher education may be met from its fees, I think that my proposed limitation to two-fifths of the total cost on instruction as the maximum grant is fair, seeing that it leaves something less than one-third to be supplied from the private resources of the school managers. I have thought it necessary also to assume a standard rate of cost, which I have proposed to fix at Rs. 75 per head in European, and Rs. 50 per head in Anglo-Vernacular Schools. The maximum which I have recommended Government to adopt is therefore Rs. 30 per head in the former, and 20 per head in the latter class, the difference being designed to meet the greater cost of schools for Europeans. If reference is now made to the table* of Aided Schools, it will be seen that the standard rate of cost assumed is incontestably liberal.

* Page 23 above.

114. But it will be said, a liberal maximum is no advantage if it cannot be reached. If the Aided Schools cannot earn anything like two-fifths of their expenses, the liberality of the system only exists in theory. Let us then examine the grants actually earned in 1870-71. The table shows the rate of grant per head both of boys presented for examination and of average attendance. It will be seen that many schools have already obtained more than one-third of the cost per head of pupils examined, and some more than one-third of the cost per head of average attendance. Of course it is fair to argue from those schools which have done best that it is not impossible for others to do as well.

115. It appears then to be proved by past results that schools can under the present system earn grants equal to one-third and upwards of their expenditure on instruction. If anyone contends that this is not sufficient, I must ask him to say what he thinks a liberal grant, and then to point out the difference between a school "aided" according to his views and a school wholly supported by Government. But it was said that the Bombay Aided Schools are less liberally treated than those of other provinces. Especially it was solicited that they should be put on an equality with Bengal. The table below affords the means of comparing the relative treatment of Aided Schools:—

Average Rate of Grant per head of pupils in average attendance.

	English Schools.			Vernacular Schools.		
	Rs.	a.	p.	Rs.	a.	p.
Bombay	9	2	10	1	1	4
Bengal	5	10	6	Middle Class. 3	1	7
				Lower Class. 1	13	5
North-Western Provinces.	15	11	0	5	4	0
Madras	10	13	0			

NOTE.—In Bombay the highest grant to a Higher Class School is Rs. 22-3-5 per head to an English High School, and Rs. 12-14-3 to a High School attended by natives. The highest grant to a Middle Class English

School is Rs. 20, and to a Middle Class School for natives Rs. 8-15-5. The highest grant to a Primary Vernacular Boys' School is Rs. 2-0-6, and the lowest 10 annas 4 pies. In Bengal I observe one grant of Rs. 36 per head and one of Rs. 22 per head. In Madras the highest grant to a High Class School is Rs. 25, and the lowest Rs. 4-12-4. In Middle Class Schools the highest grant is Rs. 23-11-0, and the lowest 2 annas 5 pies. In the North-Western Provinces the grant to the Diocesan Board's High School, Allahabad, was Rs. 77 per head in 1869-70, and the Canning Protestant Girls' School got Rs. 110. The next highest grant was Rs. 44 per head, and the high grants just quoted are exceptional.

116. I can give several reasons why the Bombay average grant should be higher than that of Bengal. The returns of the two Presidencies show that the Bombay * schools cost more, as might be expected from the greater cost of living. Six-sevenths of the Bombay Aided Schools are under European management, whereas the large body of Aided Bengal Schools are cheap schools under Native managers. The number of scholars in the two Presidencies being nearly the same, while the number of matriculated students is much larger in Bengal, the wages of educated teachers are probably much lower. While, therefore, Bengal is entitled to the credit of charging the State a lower rate per head for the pupils of its Aided Schools than Bombay, we, on the other hand, charge a smaller proportion of the total cost of the schools. But after full allowance is made for the smaller value of the same grant in Bombay than in Bengal, it will still be concluded, I think, that the Aided Schools are not attracted to the Bengal system so much by the rate of grant which it offers as by the method which it employs.

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* Total cost per head of Aided Private Schools:—

	Higher Class English.	Middle Class English.	Lower Class Vernacular.
	Rs. a. p.	Rs. a. p.	Rs. a. p.
Bombay	* 36 15 10	* 37 4 9	5 14 5
Bengal	20 15 10	15 5 4	3 2 7

* The calculation excludes the schools which have included boarding charges in their expenditure.

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117. It is intelligible that the system of grants made at the discretion of Educational Officers, and revised once in five years, is an easier system to live under than the system which gauges its grant yearly by the results of an annual examination. But the Bombay system, as being more searching, is more economical to Government. It has been said * that the Bombay system "takes credit for indolently refraining from all inquiry on the grand points of pay and appointment." The scrutiny of these points must be very unpleasant, and difficult to make effectually. The same writer continues, "It is looking for an impossibility to expect good results if the teachers are in arrears of pay or are inefficient men." Precisely, and none but good results are paid for in Bombay.

118. The two systems are, however, theoretically the same. The Bengal grant is reduced or withdrawn (1) if attendance or proficiency is defective, (2) if the managers employ bad teachers, or keep the schools in a disorderly manner. The Bombay grant falls off of itself (1) if attendance or proficiency is defective, or if bad teachers turn out bad work; (2) if the schools are kept in a disorderly manner. The systems differ in their method of testing proficiency and good teaching. In Bombay the Aided School master has to prepare his scholars to earn his grant boy by boy, and head by head of the standards. The grant is measured by the work done, and the method errs, if it errs at all, in the extreme of searching and laborious care with which it sifts the results offered for its analysis.

119. Another proposition put forward on last year's Report is that the grant-in-aid system should not be based on the idea that managing bodies are indispensable, but ought to be adapted to a state of society in which managing bodies are not to be had. The remedy suggested is that the grants should be made sufficiently liberal to pay educated natives to

* Mr. Woodrow, quoted in the Report on Public Instruction in Bengal for 1869-70.

open schools for a livelihood. Here we arrive again at a proposal for "aided" schools entirely supported by Government and the school fees, and I ask,—Is it not better to pay the educated native as a public servant, teaching a Government school, than to spend the same money on him as the semi-independent teacher of a private school for the permanency of which there is no guarantee? Private school masters do manage to subsist at one or two principal towns. There is a sufficient reason why they do not establish aided schools in the many smaller towns open to their enterprise, and that is that they can get no guarantee for a sufficient private income from such a school. They cannot raise enough from fees, and there are no managing bodies to offer to pay them a subsidy from subscribed funds.

120. One other proposition may be deemed worthy of notice to complete the subject. It has been said, "So long as a single school on the indigenous system is supported by the voluntary contributions of the people, so long there is a heavy condemnation on the present system of Government education," and it is proposed to inspect and make grants to the indigenous schools. This criticism was based on the statistical tables printed at the end of last year's Report, and it was satisfactory to see them weighed and commented upon by a Native newspaper. I will now offer a table which will show the writer that if the Educational Department has not absorbed, or found a method of subsidizing, the indigenous schools, it has at least not been idle during the last generation.

1841.	Number of Pupils in Government Schools.	Number of Pupils in Indigenous Schools.	Total.	1871.	Number of Pupils in Government Schools.	Number of Pupils in Indigenous Schools.	Total.
Ahmednagar and Nassick Khandesh	1,375	7,279	8,654	Ahmednagar and Nassick. Khandesh	42,863	4,583	47,446
Surat	630	3,002	3,632	Surat	9,474	1,525	10,999
Kheda	466	3,460	3,926	Kheda	12,102	2,126	14,228
Ahmedabad.....	413	6,674	7,087	Ahmedabad.....	9,456	5,890	15,346
Ratnagiri	782	2,197	2,979	Ratnagiri.....	6,645	3,732	10,377
Tanna	661	3,821	4,482	Tanna and Colaba	10,334	2,104	12,438
Poona	2,460	3,195	5,655	Poona	8,596	3,273	11,869
Total.....	6,787	29,628	36,415	Total.....	99,470	23,233	122,703

121. There are many reasons why the indigenous school should not always be abandoned in favour of a Government school—*e.g.*, propinquity, custom, the fact that the indigenous school master is the people's man, but the departmental school master is the Government's man. The indigenous schools are either worthless or they are not. If they are worthless, it is waste of money to subsidize them. If they are of some little use, they are working side by side with the Government system, in support of which the available public funds are fully engaged. Let it be borne in mind that while there are nearly 40,000 villages and hamlets in the Presidency, exclusive of Sind, there are as yet only 2,389 Government Primary Schools.

122. I have expressed myself strongly against Aided Primary Schools which are not under competent managers. I fear that the present indigenous schools are not worth the subsidy which would enable me to add them to my returns. Further inquiry respecting them is now in progress.* But I think the writer I have quoted is right in holding that more might have been done to consult the popular taste in the most elementary Government Schools. This, however, was admitted last year, and measures have been in progress for some time to effect this improvement by opening Branch Schools for very elementary instruction, and by assigning more time to Modi and Mental Arithmetic in the simple lower standards of the Vernacular School course.

123. I have attempted, in consideration of the special interest of the grant-in-aid system to the people of India, to give the fullest means for forming an opinion on the method now employed. I shall be glad if my remarks elicit any just and thoughtful discussion of the subject, or any useful facts which may have escaped my notice.

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* The subject is not a new one. I refer inquirers to the Report on the Affairs of the East India Company for 1832, Appendix I.

124. I have printed * in the Appendix the revised Grant-in-Aid Rules, which are now awaiting the sanction of Government. The new Rules are divided into three parts, of which the first contains the rules hitherto in force with a few slight alterations, and the last is a compilation of the standing orders respecting grants to school-buildings. Part II. is new, and in it is contained my proposal for extending additional support to Aided Schools of the High School class, that is, schools which matriculate pupils. It will be seen that my object is less to give a higher rate of grant to these schools as they are than to enable them to employ a better staff of teachers. The expenditure of the grant in aid of salaries on this object is carefully secured. I have also had it in view to increase the employment as teachers of the undergraduates and graduates of the University, both European and Indian, and to ensure their mental improvement while so employed. There is also a rule for making grants to certificated female teachers.

125. I need not enter into any long description of the new standards † for the examination of Aided Schools, which are those described above as regulating the course of instruction in Government Schools. The only difference is that in Aided Schools I do not require a classic to be brought up as well as the vernacular. The vernacular is compulsory: the classic is voluntary, and carries an extra grant.

VII.—Education in Native States.

126. A marked advance has been made on the position occupied last year, which was described at page 116 of the Report for 1869-70. At Baroda, His Highness Malharrao, at the personal instance of His Excellency the Governor, decided on forming an Educational Department for the Gaekwar's territories. An Inspector has been selected, and under the advice of the Resident, Colonel Barr, a large school (English with Vernacular departments) has been opened at

* Appendix F, page 442 . † Printed at page 449 of the Appendix.

Baroda, and already contains over 500 students. This excellent public work has been very warmly welcomed by the inhabitants of Baroda, and I hope that the school will form the centre from which education will radiate to all parts of this great and populous Native State. Even those most conservative potentates the Hubshee and the Nawab of Cambay are both doing something for the instruction of their people. The Nawab of Cambay has agreed, under the advice of the Political Agent (Mr. Sheppard, C. S.), to make an assignment on his revenues for the support of schools, and a school will shortly be opened at Cambay, where a merchant of the city has offered a donation of Rs. 10,000 (Cambay) for a school-house. The Nawab of Janjira has informed the Political Agent, Colaba, that he has commenced arrangements for the establishment of Village Schools, and intends to select and appoint an Inspector for them. A Deputy Educational Inspector has been appointed for the Mahikanta and Pahlanpur Agencies, which share the cost. A Deputy Inspector has also been appointed for Kutch, and the school system is being carefully organized by Colonel Law, the Acting Political Agent.

127. The following tables show the educational expenditure and progress of some of the most advanced Native States :—

Statistics of Education in Kathiawad.

Area, Square Miles.	Population.	Expenditure on				Number of Schools and Scholars.												
						High Schools.		Middle Class Schools.		Primary.				Training Schools.		Total.		
										Boys'.		Girls'.						
		Inspection.	Instruction.	Buildings.	Total.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	
		Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.													
21,000	1,500,000	8,795 10 5	77,223 5 1	*21,551 0 0	1,07,569 15 6	1	106	9	994	193	12,733	10	473	1	31	214	14,337	Fund Schools.
		.....	10,668 13 6	.....	10,668 13 6	...	...	3	98	45	1,395	29	718	...	...	77	2,211	Private Schools under Inspection only.
		8,795 10 5	87,892 2 7	21,551 0 0	1,18,238 13 0	1	106	12	1,092	238	14,128	39	1,191	1	31	291	16,548	

* This money has been spent by several Chiefs direct, and not through the Educational Committees.

Persons under instruction 1 in 90.

Area, Square Miles.	Population.	Expenditure on				Number of Schools and Scholars.											
						High Schools.		Middle Class Schools.		Primary.				Training Schools.		Total.	
										Boys'.		Girls'.					
		Inspection.	Instruction.	Buildings.	Total.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.
		Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.												
4,000	311,046	.....	7,205 5 4	.....	7,205 5 4	...	...	...	...	26	1497	4	68	...	...	30	1565

Persons under instruction 1 in 198.

Area in Square Miles.	Population.	Expenditure on				Number of Schools and Scholars.											
						High Schools.		Middle Class Schools.		Primary.				Training Schools.		Total.	
										Boys'.		Girls'.					
		Inspection.	Instruction.	Buildings.	Total.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.
		Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.												
3,184	546,000	2,600 15 11	28,564 4 10	44,076 6 1½	75,241 10 10½	1	240	9	964	48	2405	1	61	1	54	60	3724

Persons under instruction 1 in 146.

Statistics of Education in the Rewakanta (Eastern Gujarat) 1870-71.

Area, Square Miles.	Population.	Expenditure on				Number of Schools and Scholars.													
						High Schools.		Middle Class Schools.		Persian Schools.		Primary.				Training Schools.		Total.	
												Boys'.		Girls'.					
		Inspection.	Instruction.	Buildings.	Total.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.
		Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.														
12,000	600,000	1,000 0 0	16,044 12 0	18,396 14 5	35,441 10 5	...	...	3	489	1	45	48	1,485	4	103	...	...	56	2,122

Persons under instruction 1 in 282.

Statistics of Education in the Miraj State.

Area in Square Miles.	Population.	Expenditure on				Number of Schools and Scholars.											
						High Schools.		Middle Class Schools.		Primary.				Training Schools.		Total.	
										Boys'.		Girls'.					
		Inspection.	Instruction.	Buildings.	Total.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.
		Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.												
228	43,307	75 4 0	6,380 8 5	.....	6,455 12 5	...	...	1	50	9	520	...	...	...	...	10	570

Persons under instruction 1 in 75.

Statistics of Education in the Sangli State.

Area in Square Miles.	Population.	Expenditure on				Number of Schools and Scholars.											
						High Schools.		Middle Class Schools.		Primary.				Special Schools.		Total.	
										Boys'.		Girls'.					
		Inspection.	Instruction.	Buildings.	Total.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.
		Rs. a. p.	Rs. a. p.		Rs. a. p.												
774	194,604	1,875 1 0	8,586 12 7	...	10,461 13 7	...	...	2	169	8	483	1	18	5	55	16	725

Persons under instruction 1 in 268.

Statistics of Education in the Sawantwadi State.

Area in Square Miles.	Population.	Expenditure on				Number of Schools and Scholars.											
						High Schools.		Middle Class Schools.		Primary.				Training Schools.		Total.	
										Boys.'		Girls.'					
		Inspection.	Instruction.	Buildings.	Total.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.
		Rs. a. p.	Rs. a. p.		Rs. a. p.												
800	157,321	.....	*7,019 12 0	...	7,019 12 0	...	...	1	102	19	1154	...	...	...	...	20	1256

* The Head Master of the English School at Wadi examines the Vernacular Schools; charges for Inspection cannot therefore be separated from Instruction.

Persons under instruction 1 in 125.

VIII.—Education of young Chiefs and Minors.

The Rajkumar College, Kathiawad.

128. I also have to record the successful opening of the Rajkumar College at Rajkote, for the education of the young Chiefs of the great tributary peninsula of Kathiawad. It would be equally unwise, and unjust to those who have undertaken the anxious responsibilities of this experiment, to speak of this College as a spontaneous offering of the Kathiawad Chiefs. Many traditional prejudices must have been surrendered, and many ancestral habitudes broken through, when the Durbars consented to build this College and send their sons to be its inhabitants. Probably the reliance of the Kathiawad Chiefs on the general good faith and beneficent purpose of the dominant power could not have been subjected to any severer ordeal, but a trustful and cheerful response was made to the great interest expressed in this undertaking by the highest authorities in these territories, and the first term of the College was uninterruptedly successful. I have much pleasure in printing the Principal's Report with those on the Government Colleges. It will be read with interest, as it shows the careful and judicious method of Mr. Macnaghten. There were twelve boys in the College during the first term—the number is limited, at least for the present, to the number of young Chiefs in Kathiawad of educable age—of whom ten are Rajputs and two Mahomedans.

129. Government has instructed me to consider whether similar institutions may not be established at other central spots. The Talukdars' School might be enlarged at Ahmedabad, and a second Chiefs' College established at Poona. I have been collecting information for these projects, and it occurred to me that, under the Act of the Legislature which places the care of minors in the hands of the Judicial Officers of the State, a systematic education of minors of good social position under British law might be carried on by the same agency as the education of young gentlemen from Native

States. These special schools are costly, as a cultivated European Principal is needful for each, and the cost per head can only be reduced by increasing the number of scholars. The statistical information required has reached me too recently to allow me to submit a well-digested scheme, but I have embodied it in tables which will show what has been, and suggest what may be, done. I would have it understood that I merely wish to show in a collected form the names and station of the minors and young Chiefs. I do not assume, pending full discussion of the subject, that education in a College away from home is the best thing for all, regardless of special circumstances.

General List of Minors, showing what has been done for their Education in various Districts and Agencies.

I.—JUDICIAL.

Statistics of Minors within the Jurisdiction for the care of whose person and property the Civil Court is to take measures under Act XX. of 1864.

1. Name of District.	2 Number of Minors reported by the Judge.	3 Status of Minors.	4 General account of measures taken for the care of their person and property.
1. Sattara	....	.....	The Acting Judge says that there are no minors in charge of the Civil Court in this District.
2. Kaladgi	7	One poor, six rich.....	All seven are attending Government Schools, The six richer boys, aged from 8 to 14 and apparently Canarese, are included in the list of possible pupils of a Wards' College at Dharwar.
3. Khandesh.....	94	Sons of traders, labourers, and village officers.	A large number of the minors go to Government or Indigenous schools : some are too young, some already go to day-labour. None are of a position to support a Wards' School. The supervision appears to be systematic, the subordinate Judges attending to the minors in their several jurisdictions. But the Acting Judge notes that thorough supervision by the agency of Judicial Officers is difficult.
4. Dharwar	25	The status 'of the parents is not given by the Judge.	In twenty cases no special order has been passed to regulate the minors' education. In five cases orders have been issued that the minor is to attend an appointed school.

1	2	3	4
Name of District.	Number of Minors reported by the Judge.	Status of Minors.	General account of measures taken for the care of their person and property.
5. Canara	39	Only one minor can be called rich, possessing a property worth Rs. 20,000.	The education of minors has been carefully supervised through the Subordinate Judges, and Mr. Spens has used his powers to enforce on guardians attention to this duty. The minor noted in column 3, aged 13, might go to a College at Dharwar.
6. Ratnagiri	132	The status of the parents of 17 minors is said to be good, of the rest "middling" or "poor."	The minors are divided by Mr. Izon into 40 attending Government schools; 38 attending private schools or under private tuition; 19 not attending school, from various hindrances, though old enough; 17 not old enough; and 11 who have not presented themselves though summoned. The list is concluded by 7 female minors not at school. Some or all of the richer 16 might enter a Wards' School at Poona.
7. Belgaum	4	The Judge seems to have included only minors of station. All four are of good family.	Care has been taken for the education of three, and the fourth is only 2½ years old. The three might all be pupils of a Wards' School at Dharwar.
8. Ahmedabad ...	134	Twelve of these are the young Chiefs and Talukdars already in the Ahmedabad School. Ninety-two are merely mentioned without any detail. Of the rest, two merchants' sons of Ahmedabad are rich, the remainder are of the lower middle or lower class.	The Judge says that no orders respecting the education of the minors have been passed in 92 cases. Of 30 cases included in the Judge's detailed list, orders to attend an appointed school have been issued where the minor is not too young. Six of these are young Talukdars who are attending schools near their homes, being probably too poor to be sent to Ahmedabad.

9. Ahmednagar...	118	The Judge does not give the status of each minor, but it appears from his letter that none are people of high social position. The richer ones are traders. He says that the property of twelve of them ranges from Rs. 9,000 to 40,000.	The minors are mostly being educated at the High School or at Government or Private Schools. Some are said to be "studying at home." Their superintendence by the agency of the Subordinate Judges seems to have been fairly systematic, and Mr. Daniell says that he is carrying out improved arrangements with the assistance of the Collector.
10. Tanna	494	The minors seem to be chiefly sons of traders or cultivators, none of any station. They are both boys and girls, and of all ages from 1 to 17.	Orders to attend an appointed school have been issued in more than half the cases, but it seems, from what the Judge says, that any supervision of the minors' studies has not been found practicable.
11. Poona	9	One seems to be rich	Orders have been issued for the education of these 9, but the Judge adds, "Since the introduction of Act XX. of 1864 the care of a large number of minors has vested in the Civil Court of this District, but, as no instructions regarding the education of these minors appear to have been given, their names are not entered."
12. Shikarpur.....	.....	.....	The Judge says that no minor of the status required resides within the jurisdiction of the Court.
13. Hydrabad.....	2	One a Meer, one a trader ...	Both are too young to attend school.

1	2	3	4
Name of Political Agency.	Number of Minors reported by the Agent.	Status of Minors.	General account of measures taken for the care of their person and property.
1. Sawantwadi ...	3	All rich	One is the Chief of Savantwadi, aged 9, living at Wadi with a private Tutor, a graduate. The other two attend the Wadi English School and also have a Tutor. All three are suitable pupils for a Wards' College.
2. Kheda (Cambay)	.....	.....	No Minor Chief in this Agency.
3. Rewakanta	11	Mostly rich	Two young Minor Chiefs are in the Talukdars' Schools, Ahmedabad. The estate of a third is too much involved to afford much expense. The rest are sons of living Chiefs, being educated at home; at least four of them could well afford to go to a Wards' College.
4. Khandesh Agency.	3	Aged 10 and 11, sons of a Chief, but probably not rich.	The boys are brothers, and are at home under a Tutor.
5. Sattara Agency.	5	All rich.....	One is the Minor Chief of Bhore, who is being educated in a Government school at Poona. The others are the sons of living Chiefs, viz., 3 of the Pant Pritinidhi, and one of the Chief of Phaltan. All 5 might enter a Wards' College.
6. Janjira	2	Sons of the Nawab of Janjira, aged 9 and 12.	The Nawab is alive. The boys have a Tutor, and are said to have made good progress in Persian and Arabic. Doubtful if they could be made inmates of a Wards' College.
7. Tanna Agency.	1	The Rajah of Jowar, aged 17.	He is being educated in a Government school at Poona, and might join a Wards' College.

8. Dharwar Agency.	1	The Nawab of Savanur, aged 11.	Lives at Dharwar with a Tutor. Would be a proper inmate of a Wards' College at Dharwar.
9. Kolhapur and Southern Maratha Country.	21	Of these 13 are minors and the rest sons of living Chiefs, &c. They are all of good position, but the education of several is nearly completed.	Among the minors under Kolhapur are the Chiefs of Inchalkaranji, Kagal, and Bowra. The rest are Inamdars, &c. The education of all has been carefully carried on at Kolhapur or their own villages. Three of them are in the High School. The Chiefs of Kagal and Bowra, and one or two others, might join a Wards' College. Of four sons of living Chiefs in the Southern Maratha Country (all 20 years old or upwards) three are studying with private Tutors, the fourth at the Belgaum High School. Two sons of the Chief of Torgal, Kolhapur, have a private Tutor, and might join a Wards' College. Of two young Chiefs in the Southern Maratha Country, one (Miraj) has completed his education and is learning his administrative duties, and one (Moodhole), aged 10, has a private Tutor at home. He might join a Wards' College.
10. Panch Mahals Agency.	.....	.....	No minors under supervision.
11. Sholapur Agency (Akalkote).	4	One is the Raja of Akalkote, aged 4. One is his cousin, aged 15. Two are Inamdars.	The Chief is too young for College. His cousin has a Tutor. He might attend a Wards' College.
12. Pahlanpur.....	82	Six minors and seventy-six sons of living Chiefs, Thakors, &c., many of good position.	Nothing has been done for the education of young Chiefs in this Agency. Some few of the boys can read and write Gujarathi, and one or two Persian. Not one seems to know any English. Most of them are apparently of the same class as the Ahmedabad Talukdars, but among sons of living Chiefs are sons of the Dewan of Pahlanpur and Nawab of Radhanpur and their relatives. Ten or twelve of these boys might probably be sent to the school at Ahmedabad, but more definite information as to their means is wanting.

1	2	3	4
Name of Political Agency.	Number of Minors reported by the Agent.	Status of Minors.	General account of measures taken for the care of their person and property.
13. Surat Agency.	1	Rich: a son of the living Raja of Dharampur; age not given, but about 10.	The Agent says, "Dada Saheb, son of the Dharampur Raja, is the only minor in the Surat Agency. He is being educated with his cousin by the Parsi Graduate (M.A.) who was Tutor to the late Raja of Kolhapur." Both would be suitable pupils for a Wards' College.
14. Mahikanta Agency.	59	One is the Raja of Edar; one or two others must have good fortunes. Only 8 of these are minor Chiefs.	Besides these 50, one boy is at the Ahmedabad Talukdars' School. Many of the others are being educated at the Sadra school, and at other schools in the Agency. The Raja of Edar and one or two others might be placed in a Wards' College.

N.B.—Kathiawad is omitted, as it has already a Chiefs' College, attended by the young Chiefs of suitable age. (See Principal's Report.)

Statement of Boys of suitable age who might be brought together as the inmates of a Chiefs' College at Ahmedabad or Rajkote.

No.	Name.	Age.	Estate.	District.	Minor Chief, or Father alive.	Remarks.
1	Mansingji Prithiraj	15	Chief of Barrea	Rewakanta	Minor	These are the boys already in the Talukdars' School at Ahmedabad.
2	Vakhatsing Dalelsing	11	,, Lunawara	Ditto	Ditto	
3	Jethibhai Raghobhai	19	Bakrana	Dholka	Ditto	
4	Jasvatsing Amirji	17	Pipli	Dhanduka	.....	
5	Bhojraj Atabhai	...	Rojka	Ditto	.....	
6	Nagbhai Khodabhai	17	Aniali	Ditto	.....	
7	Patabhai Jasvatsing	18	Cher	Ditto	Minor	
8	Sardarsing Kaliansing	13	Moti Boroo	Dholka	Ditto	
9	Kayabhai Karansing	15	Makhiow	Ditto	.....	
10	Vakhatsing Dipsing	8	Illole	Mahikanta	Minor	
11	Jitsingji Ajitsing	16	Lunawara	Rewakanta	.....	
12	Gambhirsing Vakhatsing	8	Bhankora	Viramgaum	Minor	
13	Lalsing Vakhatsing	9	Ditto	Ditto	Ditto	

16 *pi*

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No.	Name.	Age.	Estate.	District.	Minor Chief, or Father alive.	Remarks.
14	Chatrasingji Gambhirsing.....	8	Rajpipla	Rewakanta	Father alive	Father is Raja of Rajpipla.
15	Motising ..... } Jitsing..... {	12	} Chota Udepur ...	Ditto	Ditto	Father is Raja of Chota Udepur.
16	Chandersing ..... } {	8	}			
17	Indarsing ..... } {	5	}			
18	Dada Saheb	12	} Dharampur	Surat Agency.....	Father alive	Son and nephew of the Raja of Dharampur.
19	Bapu Lalji	...	}			
20	Sher Mahomed Khan	19	Pahlanpur	Pahlanpur Agency ..	Ditto	Son of the Dewan of Pahlanpur.
21	Sher Buland Khan	19	Ditto	Ditto ...	Ditto	Nephew of the Dewan.
22	Ali Akbar Khan.....	19	Ditto	Ditto ...	Ditto	Ditto.
23	Murtja Khan	16	Radhanpur	Ditto ...	Ditto	Son of Nawab of Radhanpur.
24	Nad Ali Khan	9	Ditto	Ditto ...	Ditto	Ditto.
25	Ahmed Khanji	15	Ditto	Ditto ...	Ditto	Grandson of the Nawab.
26	Abhesing Khengarji	13	Tharad	Ditto ...	Ditto	Son of the Thakore of Tharad.
27	Zulficar Ali.....	12	Baroda	Surat District Court.	Minor	
28	Ranchordbhai Ghirdharlal	8	Ahmedabad	Ahmedabad District Court	Ditto	Trader's son.
29	Kesresingji Jowansingji	10	Edar	Mahikanta Agency...	Ditto	Raja of Edar.

Statement of Boys of suitable age who might be brought together as inmates of a Chiefs' College at Poona, Kolhapur, or Dharwar.

No.	Name.	Age.	Estate.	District.	Minor Chief or, Father alive.	Remarks.
1	Govindrao *alias* Abasaheb Ghorepade.	17	Inchalkaranji	Kolhapur Agency ...	Minor	Chief of Inchalkaranji.
2	Gopalrao *alias* Nana Saheb	16	....	Do. ...	Do.	A Sirdar of the Kolhapur State.
3	Jaysingrao *alias* Aba Saheb.....	14	Kagal	Do. ...	Do.	Chief of Kagal.
4	Mahdowrao Saheb.....	13	Bowra	Do. ...	Do.	Chief of Bowra.
5	Lakshmanrao Ghorepade	16	Kapsi	Do. ...	Do.	Younger brother of the Chief of Kapsi.
6	Venkat Rao Rajé Saheb	10	Mudhol	Southern Maratha Country.	Do.	Chief of Mudhol.
7	Laxumanrao	17	Torgal	Kolhapur State	Father alive	Sons of the Chief of Torgal.
8	Govind Rao.....	14				
9	Nawab Abdul Daler Khan	11	Savanur	Dharwar Agency ...	Minor	Nawab of Savanur.
10	Malharrao	17	Jowar	Tanna Agency	Minor	Raja of Jowar.
11	Sidi Ahmed	9	Janjira.....	Colaba Agency	Father alive	Sons of the Nawab of Janjira.
12	Sidi Abdul Rehman	12				
13	Shankarrao.....	17	Bhore	Satara Agency	Minor	Chief of Bhore.
14	Parashram	...	Awund	Do.	Father alive	Sons of the Pant Pratinidhi of Awund.
15	Gangadhar	...				
16	Jagjivan	...				

No.	Name.	Age.	State.	District.	Minor Chief or Father alive.	Remarks.
17	Venkatrao	...	Phaltan	Satara Agency	Father alive	Son of the Chief of Phaltan.
18	Raghunath Sawant Bhonsle	9	Sawantwadi	Sawantwadi Agency	Minor	Chief of Sawantwadi.
19	Krishnarao Desai	17	.....	Do.	Minors	Sons of a Sirdar of importance in the Wadi State.
20	Damodhar Desai	15	.....			
21	Subhaji Rajé Bhonsle	15	.....	Akalkote	Minor	Relative of the Raja.
22	Wardraj	14	.....	Kaladgi District Court	Minors	These six minors are described by the Judge as rich.
23	Nagumnee	10	.....			
24	Govindraj	14	.....			
25	Krishna Swami	12	.....			
26	Trivengadum	10	.....			
27	Ramswami	8	.....			
28	Ramkrishna	13	.....	Canara District Court	Minors	Their property is valued at Rs. 20,000.
29	Narayan	10	.....			
30	Dattajirao	17	Jambothe	Belgaum District Court	Minor	Son of a Desai.
31	Baspenbhu Lakhangouda	16	Wantmuri	Do.	Do.	Do.
32	Kristnapa	17	Targatti	Do.	Do.	Do.
33	Aba Maharaj	7	Poona	Poona District Court	Do.	An Inamdar.

130. These tables show that besides the minors of higher social status, for whom special colleges or schools may be established, there is a numerous class of minors of lower rank, over whose person and property the principal court of original civil jurisdiction in the district they inhabit has large powers, so that the Judge can decide what school each male minor shall attend, and appoint what shall be paid from his estate for his maintenance, and for school fees or other charges of education. It would be a discredit to our Government if these powers were not fully exercised, but judicial officers complain that they are prevented by other duties from personally assuring themselves that the guardians whom they appoint really educate their wards as they promise, and apply the proceeds of their estates honestly to this object. Here I think the Educational Department may be of service, and its officers would readily undertake, on receipt of a list of minors from the Civil Court, to see that each minor is availing himself of the education provided for him, and report on his progress yearly: while a duplicate of the same list might be sent to the Collector, who, if not himself in charge of the estate, could yet assure himself, by a yearly inspection of accounts, that due provision is made also for the minor's bodily health and growth, and, if dissatisfied, address the Civil Court and have the administration amended. This subject will be separately brought under the consideration of Government.

131. I examined the Talukdars' School at Ahmedabad in January, and found there the young Chiefs of Lunawara and Barrea, and one other boy from the Rewakanta, one boy from the Mahikanta, and eight of the young Talukdars of the Ahmedabad collectorate. The age of these boys varied from 8 to 19. Some of them are intelligent and improving, others began too late. They all entered with much zest into their gymnastic exercises.

132. There are also, in each Divisional Report, notices of the progress of young men of station who are studying in

schools or under Tutors. In the Central Division a nephew of the late Chief of Akalkote has entered the Poona High School. The Chief of Jowar studies in Poona City School No. I. The Chiefs of Jath and Phaltan and the Pant Pritinidhi have engaged Tutors for their children. The young Chief of Bhore also has a Tutor. In Gujarat the Raja of Dharampur has engaged for his sons the services of the Tutor of the late Raja of Kolhapur. At Kolhapur the young Chiefs of Kagal and Bowra are promising pupils. The Chief of Torgal has engaged a Tutor for his sons. The young Chief of Ramdurg is in the Belgaum High School.

133. I note with regret that no decision has been received from the Government of India on my proposals for securing pensions to educational *employés* lent to Native States. The subject was discussed at page 119 of my last Report.

IX.—School of Art.

134. The Acting Superintendent, Mr. Terry, reports an increase in the public interest felt in the Drawing School, evinced by an increased number of applicants for admission and of visitors. The new admissions were 102, and 68 students left, so that there was an increase of 34, and there are now 99 names on the roll. Nine classes in Drawing were presented for examination, and special classes in Perspective, Geometry, and Architecture. Besides there is the Class of Wood-engravers. In the atelier of Decorative Painting, under Mr. Griffiths, there were 19 stipendiary students on the roll during the year. Twenty-seven works executed by the students of this school were sent to the International Exhibition in London. Among the students are several Brahmans from Ratnagiri, Tanna, Kolhapur, and Poona. In the atelier of Sculpture, under Mr. Kipling, eight men were continuously employed on work belonging to the public buildings in progress, and the school has been invited to undertake the sculpture of some new public buildings at Allahabad. The Architectural Class, under Mr. Molecey, suffered interruption from his absence on leave,

and it has now been found necessary to abolish the appointment of Lecturer, as the funds are insufficient to support it. This is to be regretted, as the subject has always been popular. The atelier of Art Metal-work has remained closed during the year.

135. The school was examined by a Committee* in March. In the Drawing School a good drawing (figure-shading) was made from a cast of a head of Bacchus by a Kshatri pupil of somewhat over one year's standing. In Decorative Painting two very creditable designs for a panel ornament in colour were produced, both by Brahmans. In Sculpture four students competed in carving a boss from imagination. The successful competitor's work was vigorous and good. The prize for an exercise in moulding a panel in clay was won by a Goanese.

136. The grant to the school having been increased from Rs. 11,000 to 15,000, the Committee have been able to recommend to Government a better and more complete organization, and the appointment of a Director. It may be hoped that with this improvement the studies of the pupils may be more steady and continuous, and the results will be more systematically tested. But it is much to be regretted that the acquisition of a suitable building, in which the work of the school might be made known to the public, seems more remote than ever. And I note that Mr. Griffiths has not yet had the decoration of any public building intrusted to his studio.

X.—Educational and General Literature.

137. The list of works in the Vernacular which received encouragement from the fund placed at my disposal for that object contains various essays in poetry, history, and fiction. From the same source a prize was awarded for an essay on Jainism by a Gujarathi author. Another prize (paid in 1871-72) was awarded for a translation into Canarese of "Smiles' Self-Help."

Encouragement of Literature.

* Mr. Peile, Captain Hancock, R. E., and Mr. Oxenham.

Prizes.

138. For the present year I have offered prizes for an English Essay on the Government of Dependencies; for the best collection of Sanskrit Inscriptions copied and translated; for a Gujarathi translation of "Smiles' Self-Help;" for a paraphrase of the "Raja Shékara" in Canarese with critical notes; for translations of two English works into Sindhi, and for an Essay in Sindhi on "The condition of Sind under the Talpoor dynasty." The list is completed by the prizes offered by the Dakshina Committee for a Marathi poem on the Ganges, and a Marathi novel on the model of "Tara."

139. There is no part of the design sketched by the Honourable Court of Directors which we are achieving so slowly as the diffusion of useful knowledge in the Vernacular "by the instrumentality of Masters and Professors who may, by themselves knowing English, impart to their fellow-countrymen, *through the medium of their mother-tongue*, the information which they have thus obtained." The dislike shown by the University graduates to writing in their Vernacular can only be attributed to the consciousness of an imperfect command of it. I cannot otherwise explain the fact that graduates do not compete for any of the prizes offered for Vernacular translations or composition, prizes of greater money value than the Chancellor's or Arnold's Prizes at Oxford, the Smith or Members' Prizes at Cambridge. So curious an apathy, so discouraging a want of patriotism, is inexplicable if the transfer of English thought to Native idiom were, as it should be, a pleasant exercise, and not, as I fear it is, a tedious and repulsive toil.

Vernacular Literature Committees.

140. The Vernacular Literature Committees, of which the constitution was mentioned at page 125 of my Report of last year, have all done good service by advising on various questions referred to them during the year, such as the merits of educational books, and the subjects for school courses and for prize compositions.

3. *Expenditure.*—The expenditure for the year under report is given below under three heads :—

	Detail Expenditure.			Total.		
Teaching.	Rs.	a.	p.	Rs.	a.	p.
5 Professors	46,809	2	4			
Arabic Reader (1,800) and his Assistant (400)	2,200	0	0			
Shastris	1,422	0	0			
Dakshina Fellows	6,216	4	0			
Extra Fellow, paid from Fees	240	0	0			
				56,887	6	4
Establishment.						
* Rent	5,400	0	0			
Office Clerks, Peons, &c.	1,744	0	0			
Library Grant	500	0	0			
Contingencies	837	0	4			
Superintendent of Resident Students	240	0	0			
				8,721	0	4
Scholarships.						
Stipends	7,920	0	0			
Prizes	40	0	0			
				7,960	0	0
Total Expenditure	.....			73,568	6	8
Total Cost of Education per head	.....			553	2	4

The total expenditure in 1869-70 was Rs. 64,701-7-3 as put down in the Annual Report of last year, and this year is Rs. 73,568-6-8. This increase in the figures is on account of the increase to Professors' pay from April 1870 up to the end of February 1871, and the salaries of the permanent appointments of Professors Bellairs and Bhandarkar at the Belgaum and Ratnagiri High Schools having been debited to the College accounts this year, under instructions from the Accountant General. These salaries were not debited to the College accounts last year.

* There will be some saving on this item.

The fees collected in 1870-71 amounted to Rs. 9,243-3-6, those in 1869-70 to Rs. 9,917-10-10, in 1868-69 to Rs. 6,480, and in 1867-68 to Rs. 3,520.

Messrs. Hormasji Jehangir Bhabha and Yasavant Vasudeo Athale passed the M.A. Examination in Languages.

43 candidates appeared for the B.A. Examination in November 1870, out of whom 6 were successful, one of whom died in December 1870.

88 candidates, of whom 10 were ex-students, appeared for the F.A. Examination of 1870: 26 passed.

College Buildings.—On the 20th of February 1871 the College was moved into its permanent abode, and from that date Elphinstone College in the Cowasjee Jehangir building link together in honourable commemoration the names of a statesman whose far-sighted policy, and a citizen whose princely munificence, Bombay must ever remember with gratitude. I would beg to call your attention to the Reports of Professors Candy and Lyon with regard to the new buildings. The want of small lecture-rooms was apparent from our first occupation of the new College, and the experience of a rainy season has practically shown how much protection from the weather is necessary. It will, I think, be found advisable to screen off portions of the verandah, as suggested by Professor Candy. Professor Lyon's suggestion is, however, one which, if you approve, should be immediately acted upon, and the Public Works Department authorities requested to add the partition desired to the Gymnasium building. The cost of this addition will, I understand, be about Rs. 300. Dr. Lyon assures me that the space thus obtained will be amply sufficient for his Laboratory, and the remaining space will be quite large enough for a satisfactory Gymnasium.

Before leaving this portion of my Report, I have much pleasure in bringing to your notice the result of a communication with the Agent of the Great Indian Peninsula Railway, to whom I wrote, on our first occupation of the new College, informing him that the students and professors were constantly disturbed, and complained of the very frequent and apparently unnecessary noise made by engine-drivers in the immediate neighbourhood of the College. The authorities of the Railway most courteously responded by issuing

such instructions that no unnecessary whistling is now made, and the College is as little disturbed as possible by the passage of engines or trains.

The serious illness of the late Acting Principal at the end of the first term in last year, and the unavoidable delay in the appointment of his successor, were circumstances most unfortunate for the two senior classes, who thus lost a month's teaching in some subjects at the most critical period of their college course, with results apparent in the University Examinations held in November and December last.

Lastly, I would beg to record my sense of the zealous coöperation of the Professors and Fellows during the time that I have had the honour of being associated with them.

I have the honour to be,
Sir,
Your most obedient Servant,

R. G. OXENHAM,
Acting Principal.

2.—REPORT OF DECCAN COLLEGE FOR 1870-71.

No. 105 of 1871-72.

Deccan College, 30th June 1871.

To J. B. Peile, Esq.,

Director of Public Instruction, Poona.

Sir,—I have the honour to lay before you the following Report of the Deccan College for the year 1870-71.

2. On the 11th of July 1870 Mr. R. G. Oxenham, M.A., Professor of English Literature, was appointed Acting Principal of Elphinstone College, and continued to perform the duties of that post till the middle of April 1871. For the first few months of his absence his work at this College was divided among the remaining Professors and Tutors, and in November 1870 Mr. H. P. Jacob, Head Master of the Poona High School, was appointed Acting Professor of English Literature. Mr. Jacob entered upon his duties with energy and judgment, and proved a great addition to the College staff. We have also had the misfortune to be deprived since February 18th, 1871, of the services of Dr. F. Kielhorn, who, after five years of zealous and fruitful labours, has been compelled by increasing ill-health to return for a while to Germany. His chair is at present occupied by Mr. Shunkur Pandurung Pundit, M.A. The Readership of Latin was conferred on Mr. Aitken, a student of this College who passed the examination for the degree of B.A. this year with great credit, in succession to Mr. Hormusji Jehangirji Bhabha, now Fellow of Elphinstone College, who had occupied it for some months. Messrs. Ganesh Parashuram Joshi and Vishnu Moreshwur Mahagani, B.A., are at present Senior and Junior Fellows, and take an active share in the work of tuition. Messrs. Anunt Shastri Pendarkur and Chintamon Shastri Thathe continue to discharge the duties which they have so long performed under the direction of the Professor of Sanskrit. The numerous changes which I have here enumerated have occasioned some interruption to College work, but not, I hope, of a very serious nature.

3. The number of students on the books is at present 82, and the average attendance has been 68. The total number of students is therefore the same as at the date of my last Report, but the aver-

age daily attendance has somewhat fallen off. This is to be attributed to the very great amount of sickness in the College last term, and to the fact that a larger number of students reside in the City. The exposed situation of the College is not favourable to the health of many, who suffer from frequent colds and fevers. In my last Report I anticipated a large increase to our numbers this year, but the unexpected results of the Matriculation Examination, in which a smaller proportion than ever was successful, has defeated that hope. The present class of freshmen consists of 22 members only, but they are superior, I think, to the freshmen of the last two years.

4. In my last Report I spoke of a proposal for setting apart a portion of the Fee Fund for various expenses connected with the comfort and embellishment of the College, and the recent order of the Government of India on this subject will enable us, it may be hoped, in some degree to achieve this end. But the slow increase in our numbers, and the almost entire absence of the sons of wealthy men, are conditions not very favourable to the accumulation of the Fee Fund. This year we have introduced one important change, viz., the exaction of a fee of 5 rupees from senior scholars and 3 rupees from junior scholars. We also still adhere to the rule of granting free studentships only in cases of real and proved poverty, and in the proportion of 20 per cent. of our whole number.

5. The College has now the advantage of a regular Gymnastic Instructor, and the good effects of his discipline will, I hope, be soon perceptible. The News-Room is still kept up, and the Native journals at any rate appear to be diligently read. The heavy labour demanded for preparing for the examination leaves little time for private reading except perhaps in vacation.

6. For the work of the College during the past year I beg to refer you to the Reports of the Professors and Tutors. My own work has been as usual, but the absence of Mr. Oxenham devolved upon me for some time a considerable part of the work of the English Professor.

7. The College has had a fair amount of success in the University Examination this year, considering the strictness with which they are conducted. 7 candidates passed the B. A. Examination and 10 failed; 14 passed the First Examination in Arts and 22 failed.

My remarks on the Matriculation Examination last year suggest to me to say that I was rather disappointed with the results this year, as the answers to the History and Geography papers were on the whole decidedly better done.

8. With reference to the Circular No. 49 of 7th April 1870, I have the honour to state that Professors Shunkur Pandurang Pundit, M.A., and Kero Lakshmon Chatrey report that the manuscripts and apparatus under their charge are safe and in good condition. The same may be said of the Library books generally.

9. I desire to be allowed to state, in conclusion, my cordial acknowledgment of the services of the body of Professors and Tutors during the year under report.

I enclose returns.

I have the honour to be,
Sir,
Your most obedient Servant,
W. WORDSWORTH,
Principal of the Deccan College.

3.—REPORT OF THE GRANT MEDICAL COLLEGE FOR THE YEAR 1870-71.

The year 1869-70, on which I have the honour to report, completes the 25th anniversary of this College, and its results on the whole bear favourable comparison with those of previous years. 66 Graduates and Undergraduates kept terms during the Sessions, 3 of whom passed the Final Examination of the University for the degree of L.M., and 12 ceased to attend. 55 Hospital Apprentices have been under instruction, 11 of whom have been found qualified for promotion to the grade of Assistant Apothecary, 4 resigned, and 7 were discharged for irregularities, and 1 died. 47 Vernacular Pupils received instruction; 5 have been found qualified, 3 ceased to attend, and 9 were discharged. The foregoing shows a total of 168 students of the several classes who have been borne on the College rolls during the year.

Result of Examinations.

University Examination for the L.M. Degree.—Twelve students went up for the First Examination, of whom four succeeded in passing in the 2nd Division: their names are Hormasji Dadabhai Masani, Timulji Bhicaji Nariman, Mahadevrao Yeswant Paranjpe, and Trimbuck Sukharam Shervalkar. For the Second or Pass Examination four went up, and three succeeded in obtaining their degrees: two of them passed in the 1st, and one in the 2nd Class. The names of the successful candidates are—

1st Class.

Suruplal Balackram Shirbastan.
Anna Moreshwar Kunte, B.A.

2nd Class.

Balwant Gopal Bhate.

Though the result of both examinations may be considered satisfactory, yet that for the First Examination occasioned me some disappointment, as from my knowledge of the calibre of the candidates I quite looked to about two-thirds of them passing. The subjects in which the majority failed to satisfy the Examiners were Anatomy and Materia Medica with Practical Pharmacy. The causes of failure are, I believe, to be found, 1st, in the changes which

circumstances have rendered necessary among the Teachers of those sciences, and which tended to unsettle the minds of the students; 2nd, to a proper want of supervision of the Practical Pharmacy Class in the Hospital Dispensary; and finally to an unnecessarily severe and lengthened paper on Materia Medica. In order to provide for a more thorough supervision in the Hospital Dispensary, I applied, on the 17th March 1870, to the Inspector General for the services of another Apothecary, but, I regret to say, unsuccessfully. A second application, made in October last, met, however, with approval and was sanctioned by Government. To meet the wants of the Anatomical Department, I would observe that in para. 13 of a scheme for the reorganization of the College Staff which was forwarded to Government through the Director of Public Instruction in May 1869, I applied for the services of a Demonstrator of Anatomy. By letter dated 8th October 1870 I again drew attention to this subject, but as yet, I regret to state, no reply has been received from Government. The students have now become so numerous that it is not, I consider, in the power of any single teacher to satisfactorily direct their instruction in the dissecting-room: the appointment of a Demonstrator has consequently become of such urgency as, in my humble opinion, not to admit of further postponement. The Calcutta Medical College possesses a 1st and 2nd Demonstrator of Anatomy on salaries of Rs. 300 and Rs. 100 per mensem respectively: the demand for one Demonstrator can consequently, I submit, under existing circumstances, be scarcely thought disproportionate.

With regard to the paper on Materia Medica which I have characterized as unnecessarily severe and long, I would beg to make the following remarks.

To pass the L.M. Examination a candidate must obtain 50 per cent. of the marks obtainable in each examination in each subject. To pass the L.C.E. Examination only 25 per cent. in each subject and 33⅓ per cent. in the aggregate need be obtained. In no Pass Examination of the University except L.M. is a higher percentage than 33⅓ insisted on in any one subject, or a higher aggregate percentage than 40 per cent., and that only for the degree in Law. With a standard in Medicine higher than that of any other faculty in the University, it becomes a matter of no little importance that it should not be greatly exceeded; whereas the questions set in the paper on Materia Medica were not only very severe, but so lengthy

as to render it impracticable for a student to answer them in the time allowed, viz., three hours. One of the Examiners has, in a letter to my address, acknowledged that he laboured under the impression that candidates had the option of selection from among the questions set, whereas the maximum number of marks allotted to all the questions only amounted to 100, of which 50 per cent. must have been obtained to pass in the Second, and $\frac{2}{3}$rds in the First Division.

Final Examination of Hospital Apprentices.—Eleven of these lads were examined by the Principal and Professors for the grade of Assistant Apothecary, and all were found qualified, viz., T. Stephens, J. Benson, L. Noronha, J. Dias, J. Connell, G. Keyes, H. Murray, L. D'Souza, C. H. Bell, J. Lawrence, and W. Dowsett.

Final Examination of Vernacular Pupils.—This examination was conducted by the Teachers of the Vernacular Class, superintended by the Principal. Five candidates came up and passed successfully for the grade of 3rd Class Hospital Assistant. All but one were qualified in English, and will therefore be entitled to the higher scale of pay: *vide* G. G. O. No. 392 dated 17th June 1868. Their names are—Shreedhar Balwant Bapat, Vithal Bhikajee Naney, Ramchandra Ganpat Nalvade, Wamon Govind Pendey, and Gopal Harri Keyley.

Examination of Sub-Assistant Surgeons for promotion to the higher grade.—Two candidates, A. D'Souza and Barjorji Ardesser, both Graduates of the College and belonging to the 2nd grade of Sub-Assistant Surgeons, presented themselves for examination, and were found qualified for promotion to the 1st grade. To summarize the above results: three students have obtained the degree of L.M. and have left the College, and four students have passed the 1st L.M. Examination; eleven Hospital Apprentices were qualified for the grade of Assistant Apothecary; five Vernacular Pupils for that of Hospital Assistant; and two Sub-Assistant Surgeons succeeded in obtaining promotion to the 1st grade; making a total of 25 who have competed successfully at the several examinations.

Changes in the College Staff.—Assistant Surgeon T. Holmested relieved Assistant Surgeon W. F. Knapp, on his being appointed Superintendent under the Contagious Diseases Act, of the chair of Anatomy on 7th June. Surgeon J. T. Mackenzie, M. B., returned from sick leave to Europe on 10th October, and resumed charge of

the duties of Professor of Surgery from Assistant Surgeon W. Gray, who consequently reverted to his chair of Anatomy and displaced Assistant Surgeon Holmested. Mr. Narayen Daji handed over the chair of Materia Medica to Dr. Sidney Smith on the return of that officer from Europe on 17th February. Though Mr. Holmested was attached but for a short time, yet his ability, zeal in the performance of the duties confided to him, and quiet unassuming manners made a very favourable impression on his colleagues, and I trust, should opportunity offer, that his services may be permanently secured to the College.

SCHOLARSHIPS AND PRIZES AWARDED AT THE CLOSE OF 1870.

Sir Jamsetjee Jejeebhoy Medical Prize of Rs. 250 for proficiency in Practical Medicine and Surgery to Suruplal Balackram Shirbastan.

Sir Jamsetjee Jejeebhoy Gold Medal for proficiency in Practical Medical Jurisprudence to Suruplal Balackram Shirbastan.

The McLennan Scholarship of Rs. 25 monthly, with a Silver Prize-Medal, for proficiency in the Principles and Practice of Midwifery, to Anna Moreshwar Kunte, B.A.

4th Year Students.

A Carnac Scholarship, of Rs. 25 monthly, for proficiency in conducting the duties of Chemical Clerk and in knowledge of Practical Medicine and Pathology, to D. B. Valles.

An Anderson Scholarship, of Rs. 25 monthly, for proficiency in conducting the duties of Surgical Dresser, and in knowledge of Practical Surgery and Surgical Anatomy, to Shantaram Venayek Kuntak.

A Farish Scholarship, of Rs. 25 monthly, for proficiency in the Principles and Practice of Medicine and Surgery, to Kassim Verji Patell.

A Farish Scholarship, of Rs. 15 monthly, for proficiency in Medical Jurisprudence, to Tribhowandass Mothichand Shah.

3rd Year Students.

A Farish Scholarship, of Rs. 20 monthly, for proficiency in Anatomy, including Practical Anatomy, to Hormusji Dadabhai Masani.

A Carnac Scholarship, of Rs. 15 monthly, for proficiency in Physiology, to Temulji Bhikaji Nariman.

A Farish Scholarship, of Rs. 15 monthly, for proficiency in Botany and Materia Medica and Practical Pharmacy, to Trimbuck Succaram Shirvalkar.

A Reid Scholarship, of Rs. 15 monthly, for proficiency in Chemistry, to Mahadevrao Yeswant Paranjpe.

An Anderson Scholarship, of Rs. 15 monthly, for proficiency in Practical Chemistry, to Nassarwanji Nowroji Khamhata.

A Reid Scholarship, of Rs. 15 monthly, for proficiency in Comparative Anatomy, to A. M. D'Souza.

2nd Year Students.

An Anderson Scholarship, of Rs. 15 monthly, for proficiency in Anatomy and Practical Anatomy, to Balchandra Krishna Bhatavadekar.

An Anderson Scholarship, of Rs. 13 monthly, for proficiency in Chemistry, Theoretical and Practical, to J. Pereira.

A Farish Scholarship, of Rs. 14 monthly, for proficiency in Materia Medica and Practical Pharmacy, to N. S. D'Costa.

A Carnac Scholarship, of Rs. 13 monthly, for proficiency in Practical Chemistry, to J. V. Coutinho.

A Carnac Scholarship, of Rs. 15 monthly, for proficiency in Physiology, to Kaikhasre Sorabji Nariman.

1st Year Students.

Government Scholarship, of Rs. 10 monthly, for proficiency in Anatomy, to J. T. D'Cunha.

Government Scholarship, of Rs. 10 monthly, for proficiency in Materia Medica and Practical Pharmacy, to B. Lobo.

Government Scholarship, of Rs. 10 monthly, for proficiency in Chemistry, to Rastamji Pestonji Bharucha.

Government Scholarship, of Rs. 10 monthly, for proficiency in Botany, to Phirozshah Jamshedji Damania.

Government Scholarship, of Rs. 10 monthly, for proficiency in the subjects of study during the Session, to D. A. Gomes.

VERNACULAR CLASS.

2nd Year Students.

The Jugonnath Sunkersett Scholarship, of Rs. 10 monthly, tenable for ten months, for proficiency in the subjects of study during the Session, to Chintamon Mahadeo.

The Jugonnath Sunkersett Scholarship, of Rs. 5 monthly, tenable for ten months, for proficiency in Physiology and Materia Medica, to Hari Vithal.

1st Year Students.

The Jugonnath Sunkersett Scholarship, of Rs. 5 monthly, tenable for ten months, for proficiency in Anatomy and Chemistry, to Krishnajee Babarao.

THE MEDALS FOR THE HOSPITAL APPRENTICES CLASS.

The McLennan Medal to 3rd year Hospital Apprentice T. Stephens.

The Arnott Medal to 2nd year Hospital Apprentice E. Loane.

The Burnes Medal to 1st year Hospital Apprentice P. J. P. Soares.

The Sir Jamsetjee Jejeebhoy Book Fund.—The interest accruing on this fund during the year, amounting to Rs. 525-12-0, has, in accordance with the conditions of the trust, been distributed among the Graduates and Undergraduates, in order to assist them in the purchase of the prescribed text-books.

The Museum.—The Curator, Dr. Gray, reports that "44 valuable specimens have been added to the collection, almost all having been forwarded by the officers of the Jamsetji Jejeebhoy Hospital." Dr. Gray further states "the re-cataloguing of the collection is being steadily pushed on." I would take the opportunity of observing that Assistant Surgeon Atmaram Sadashew Jayakar, L. R. C. P., is the only medical officer, with the exception of those above referred to, who has presented this department with a preparation during the past year.

The Library.—Seventy volumes have been added to this department, and the collection, more especially on Natural History and Botany, is a highly useful and valuable one. Further additions are in course of being made.

The Materia Medica Collection.—Little, I regret to say, can be done in this direction—not that much is not needed, but because want of space precludes further additions being made.

Mineralogical Collection.—The College is indebted to Professor Lyon for collecting and arranging numerous valuable specimens, and supplying a want which the institution has long been sensible of.

History and Progress of the College.—Twenty-five Matriculated Students have joined the institution with the intention of keeping terms. Thirty-three Hospital Apprentices, eleven Vernacular Pupils, and thirty-four Medical Pupils have been admitted, which raises the total number of students at present borne on the rolls to 199, as shown below :—

Graduates and Undergraduates	72
Hospital Apprentices	58
Vernacular Pupils	37
Native Medical Pupils	32
Total.....	199

The parentage of the University students is as follows:—ten are sons of zemindars or persons of independent income, six of professional persons, nineteen of tradesmen, two of persons in the employ of Native States, twenty-nine of Government subordinate servants and pensioners, six of persons in the employ of merchants.

The Entrance Examination of the Vernacular Class was held on 26th October: the standard employed was a modification of Standard III. (See Schedule A, Educational Department, *Government Gazette*, page 497, December 26th, 1867.) There were 109 candidates from the different Anglo-Vernacular Schools for eleven vacancies. The competition was, as may be supposed, very active, and resulted in seventeen being selected. To eleven of them vacant stipends were awarded, and four remain as free students.

As stated above, 38 Native Medical Pupils have joined the College on the conditions specified in G. G. O. No. 392 dated 17th June 1868. In my last Report I referred to the difficulties which had arisen in the formation of this class, and mentioned the modifications recommended by this Government in the terms of the order of the Government of India above quoted. Instead, however, of a solution of this vexed question having been come to, I regret to say

the Government of India have declined, for financial reasons, to accede to the proposals of this Government. To overcome the difficulty which has arisen, I purpose renting a house in the immediate neighbourhood of the College for the use of the Vernacular and Native Medical Pupils, meeting the outlay from the house-rent allowed to the Vernacular Pupils and from savings accruing from house-rent sanctioned to the Hospital Apprentices. Should Government not sanction this course, there exists the extreme probability of the Native Medical Subordinate Department of this Presidency being deprived of the advantages of a course of College instruction.

The manuscript of a Vernacular text-work on Medical Jurisprudence has been completed by Mr. Gopal Shivram Vaidya, L.M., and will before long be in the hands of his pupils. A text-work on Midwifery, compiled by Mr. Sukharam Arjun Ravat, L.M., will also soon be ready. Within a few months this institution will consequently be possessed of a complete series of text-books in the Marathi tongue for the use of the Vernacular Class. The importance attached to this can scarcely, I think, be overrated, and this College will be able to congratulate itself on being the first in India to have supplied so important a want in Medical Education.

It gives me pleasure to report that the Warrant Medical Officers of this Presidency, in order to perpetuate their grateful sense of the interest evinced in their behalf by the late Inspector General, Indian Medical Department (F. S. Arnott, M.D., C.B.), have, with the sanction of Government, presented a Silver Medal, designated the "*Arnott Prize Medal*," to be given annually to the best second-year Student Apprentice in this College. I congratulate Hospital Apprentice E. Loane on being the first recipient of this prize. The Hospital Apprentice Class has thus three Medals annually to compete for: one, the "*McLennan Medal*," by the seniors; a second, the "*Arnott Medal*," by the middle-class men; and a third, the "*Burnes Medal*," by the juniors.

By Resolution of Government, Educational Department, No. 214 dated 12th April 1870, the Principal of this College was requested to give effect to certain suggestions of the Director of Public Instruction based on a proposal emanating from Baee Perozbaee, the sister of Rustomjee Jamsetjee Jejeebhoy, Esq., for the training of Midwives in connection with the Obstetric Department of the College; a sum of Rs. 600 was paid by the abovementioned lady to meet the expense

of training four Nurses. The rules bearing on this subject were published in the *Government Gazette* on the 27th October 1870. Although a liberal allowance is granted while undergoing instruction, and the conditions as to residence, &c., are far from being restrictive, yet up to the present only one woman has joined. It has been suggested to me that the scheme is not sufficiently known to the mass of the people, otherwise there would be no lack of candidates. Under these circumstances it will be advisable to have the Notification translated into one or more vernacular languages and published in the Native Press. In April 1870 H. H. the Chief of Joonaghur visited the College and took apparently much interest in what he saw; subsequently H. H. presented the institution with a sum of Rs. 1,000, "to be used for the interest of the College in any way that I might think best." With the approval of the Director of Public Instruction, I propose laying out this liberal gift on a handsome book-case to contain the Natural History and Botanical sections of the College Library.

The students have at length succeeded in establishing a Gymnasium. Subscriptions were liberally given in furtherance of the scheme by the several Professors. It gives me pleasure to state that of an evening many of the students may be seen indulging not only in gymnastic exercise, but in various other athletic and healthful games.

To meet the rapid growth of the institution, plans for the extension of the building designed by Lieutenant Colonel Fuller, R.E., Architectural Engineer, have been laid before Government. So much is the want of space felt that it is with very great difficulty accommodation can be provided for the students.

In conclusion I beg to observe that the conduct of the students has been exceedingly good.

W. G. HUNTER, M.D., M.R.C.P.,
Principal, Grant Medical College.

Bombay, Grant Medical College, 5th April 1871.

4.—REPORT OF THE POONA CIVIL ENGINEERING COLLEGE FOR 1870-71.

No. 97 of 1871-72.

Civil Engineering College, Poona,
1st July 1871.

To the Director of Public Instruction,
Poona.

Sir,—I have the honour to submit my Annual Report for the year ending 1870-71.

1. The only change which has taken place during the year is the appointment of Mr. Raghunath Vinayak A. Dhairyayan to the post of Teacher of Drawing.

2. The numbers continue steadily to increase—in fact, with our present limited staff of teachers, it becomes a question whether the present attendance is not in excess of the teaching power supplied. After the Matriculation Examination the entire number of pupils on the roll was 146. Of this number a few left the College before 1st April, on which date the numbers in the several departments stood as follows:—

I.—University Department.

Senior Class	8
Middle Class	18
Junior Class	14

II.—Second Department.

Senior Class	29
Junior Class	28

III.—Vernacular Department.

Senior Class	18
Junior Class	21
Total	136

The table annexed shows the condition in life of the parents of the pupils attending the several departments.

A new class of Vernacular students has just been formed, and if I include its members in the attendance roll the 1st of May sees the institution numbering no less than 166 pupils, a total immensely in excess of the maximum attendance in any previous year.

For the Entrance Examination of the Second Department in September last no less than 123 candidates presented themselves, out of which number 40 succeeded in passing the examination.

3. Out of 7 students who presented themselves for the L.C.E. Examination 2 only succeeded in passing. Of the candidates who failed, 3 were, however, students who had been unsuccessful at the examination last year, and who, having completed their collegiate term, did not after their failure attend regularly at the College.

One of the Engineering papers at the L. C. E. Examination, that on Designing and Estimating, &c., was so absurdly heavy that it would have been quite impossible for any student, however proficient, to answer even a moiety of the questions in the time allowed. This is not merely my own opinion as regards this paper, but is also the opinion of the Principals of the Roorkee and Madras Civil Engineering Colleges, to each of which gentlemen I forwarded a copy of the paper, which contains in all nine questions.

The Principal of the Roorkee College says:—"Questions 2 and 3 (if the drawings were done to scale, and the estimate had to be worked out in detail) would alone occupy more than three hours, and I am quite sure that even an experienced Engineer could not do them in less;" while the Principal of the Madras Engineering College remarks: "I don't hesitate to give it as my opinion that the paper you sent me with your letter of 15th instant could not possibly be answered by any student, however proficient, in three hours. When I say answered, I mean of course answered intelligently and correctly. My impression is that *fifteen hours at least should have been given for the paper.*"

It is needless for me to make any further remarks on the unfairness to the students of an examination conducted in such a manner. I have represented the matter to the Syndicate of the University, but there does not appear to be any redress for the candidates who have suffered from such manifest injustice.

To be a good Examiner experience is necessary in order to avoid the common error of setting papers which cannot possibly be answered in a limited time. Were an Examiner to undertake himself the task of writing out the answers to his paper in the appointed time, he would often find that the work would overtask his own powers.

To publish in the University Calendar such a paper as that given in Designing and Estimating must have the effect of making the University Examination appear ridiculous, and the question will naturally arise as to whether such a paper has not been set for the public rather than the candidates.

For the F. C. E. Examination 14 candidates presented themselves, of whom 8 passed, which was as large a proportion as I could have expected.

4. There is a great want of a fixed standard in the Engineering Examinations of the University. From the standard adopted in one year it is quite impossible to form any judgment as to what the standard may be at the next examination. As an instance I may mention that at the late L. C. E. Examination one of the candidates who appeared had presented himself for examination in the previous year, when, though he failed in some one of the subjects, he nevertheless obtained 40 marks for his drawings. At the late examination he of course presented the same drawings, taking it for granted that, as the standard was supposed to be a fixed one, he would obtain the same marks as on the former occasion. To his and my surprise, he was only awarded 17 marks for the same drawings, though one of the pair of Examiners had also been an Examiner in the previous year. I pointed out the discrepancy to one of the Examiners who had shown me the marks, and the marks were subsequently raised to 25, but even after this alteration there was still a difference of 15 per cent. between the standards of two successive years.

The Examiner to whom I have alluded defended his system of marking on the ground that the drawings in each year fixed a standard by which the other drawings should be measured. This method of assigning marks is obviously unfair, as, if the best drawings be taken as a standard, one very proficient draughtsman might cause the failure of the rest of the candidates. It would certainly be fairer to take one of the drawings of a previous year, to which marks had been already assigned, as a standard, and compare all the

drawings with this. If the standard is to be thus altered every year at the caprice of the Examiners, no teacher can possibly form a judgment as to the fitness or otherwise of his pupils for the University examination.

5. I should wish to see Mechanical Engineering introduced as a branch of study for the University degree. It might be so arranged that a candidate could select either Civil or Mechanical Engineering as the branch which he would take up. This plan is adopted in the Madras University. I have always been of opinion that in instructing natives of this country the purely theoretical has been allowed too much to supersede the practical. Hence there is an absolute want of skilled artizans throughout India. To enable the Engineering College, however, to afford this practical instruction, a Professor of Mechanical Engineering is requisite. I have already pointed out the necessity for such a Professorship, but the Government of India has declined to sanction its establishment.

There can be no question that the staff of the Poona Civil Engineering College, if not the weakest, is certainly one of the weakest in India for the number of pupils receiving instruction. Sir A. Grant has on more than one occasion pointed out its condition, and the Secretary of State has alluded to it in his Despatch No. 3 dated 11th September 1869.*

During the year under report every teacher in the College has had more work laid on him than he could perform efficiently. Were it not for the assistance I received from Colonel H. St. Clair Wilkins, R. E., who very kindly delivered a course of lectures to the students of the University Department, the want of an additional teacher would have been more severely felt. I cannot sufficiently thank Colonel Wilkins for the assistance he so generously and gratuitously afforded. During the months of July, August, and September he came to the College regularly once every week, took the Senior Class for more than two hours, and gave them lectures and exercises in Architecture and Designing.

Colonel Wilkins during this time became convinced from personal observation of the inadequacy of the College staff to impart instruction to three distinct departments consisting of seven separate classes, and he of his own accord wrote to the Secretary to Government stating it as his opinion that a Teacher of Drawing and a Professor

* Published in the *Bombay Educational Record*, Vol. V., p. 352.

of Engineering were absolutely essential to the well-being of the College. Colonel Wilkins made his recommendation as the result of personal observation, and without, I believe, any knowledge that I had some months previously written to Government strongly advocating a similar increase of teaching staff.

The Engineering College at Roorkee is well supplied with qualified instructors, although the fees collected from pupils there do not annually amount to a larger sum than the return from this College, while the Poona Engineering College, to impart instruction in what Sir A. Grant aptly designates the peculiarly European science of Civil Engineering,"* possesses but two European teachers, one of whom is the Principal of the College. The Indian Engineering College which is to be established in England at Cooper's Hill would have but a small chance of success were its teaching staff no stronger than that of this College. It is in contemplation to expend a considerable sum annually in England for the purpose of educating Engineers for India: surely a moderate expenditure in India for the same purpose cannot be considered unnecessary.

6. During the past year 65 volumes have been added to the Library, which is, I regret to say, still in a very incomplete state. Engineering works are usually large and expensive, and as the cost of many essential works is so great as to put them out of the reach of the majority of the College students it becomes necessary to furnish the Library with duplicate and triplicate copies of many publications. The Library is also open to all officers (superior and subordinate) of the Public Works Department in consideration of the sum of 1,500 rupees subscribed by that Department, and many of the books are taken away to out-stations, and often, I regret to say, remain unreturned for months.

All the cases in the Geological Museum have been filled with specimens since the last Report, and some new cases will be needed to complete the furnishing of the Museum-room.

During the past year also a small Printing-press and a few founts of type have been procured, so that the College now possesses its own Press, which is exceedingly useful, as the examination papers are printed cheaper and better than they could be done elsewhere in Poona.

* See Director of Public Instruction's Report for 1867-68, page 43, para. 42.

7. Since the last Report nothing has been done towards the erection of the Workshops. The machinery has now lain in the compound for two and a half years, much of it exposed to the weather, and yet, although grants had been sanctioned for the erection of these workshops in the Budget of 1869-70 and 1870-71, the work has not up to this date been commenced. The delay in the erection of these workshops is to me inexplicable. More than a year ago the plan was reported on by Mr. Howard, the Executive Engineer, but since his departure to England I have been given to understand that the plans and estimates have been revised and altered by his successor, thus rendering another application for Government sanction necessary. It is to be hoped that the officer now in charge (Mr. Howard's successor having also gone to England on leave) may not consider a second revision indispensable, or a third year may elapse before the first stone of the workshops is laid. Meanwhile a wretched grass-covered shed, which has been regularly blown down at the commencement of each monsoon and subsequently reconstructed, constitutes the Engineering College "workshops," and forms a most unsightly appendage to a handsome building.

8. The three students who obtained the degree of L.C.E. in 1869 have all been provided with appointments by Government. Up to the present, however, the first student at the L.C.E. examination in 1870 has not been appointed, though it is now more than six months since he passed. This delay on the part of the Public Works Department in conferring an appointment guaranteed by Government will, I fear, affect injuriously our next year's attendance. Everything affecting the position of the Licentiates in Civil Engineering is closely observed by students in all the schools and colleges, and such a circumstance as five or six months' delay in making an appointment, fairly earned according to the terms of the Government guarantee, will have in their eyes a peculiar significance.

9. I would make a few remarks on a subject which since the College has sent abroad Licentiates in Civil Engineering has come prominently into notice. I allude to the prejudice which exists among many of the Executive Engineers of the Public Works Department against *college* students as being theoretical and not practical Engineers. Many Engineers appear to forget that when they themselves first entered on the practice of their profession they were just as inexperienced in the practical part of engineering. The practical part of every profession must be learned in the practice of

that profession. Barristers or clergymen, for example, are in the outset "theoretical men:" practical experience must be gained by the former in the courts, and by the latter in the pulpit and parish.

The University degree of L. C. E. is, as Colonel Marriott justly observed (when alluding to the value of this degree), a witness for doctrine, and in no way a proof of practical knowledge.*

There exist in England two systems of Engineering education. The one consists of a good theoretical training in a College, the other in an apprenticeship to an Engineer. The latter naturally finds most favour among the engineering profession, who are as a body averse to lose the large fee which accompanies each pupil; but the collegiate system of instruction has, notwithstanding the opposition of the profession, gradually gained ground, and will, no doubt, a few years hence entirely supersede the other. Many pupils after paying a high fee find that the Engineer to whom they have been articled has little or no work in hand, and they consequently spend the greater part of the term of their apprenticeship in loitering in the office, it being the pupil's own concern whether he learns anything or not during the period of his probation.†

It is required of the Engineers who come out to India for the Public Works Department appointed by the Secretary of State that they should, in addition to their college diploma, produce certificates of having spent one year at least in the office of some recognized Engineer. As I have examined several of these young men after their arrival in this country, I can confidently affirm that the attainments of most of them are not in any way superior to those of the Licentiates in Civil Engineering. In fact, in Pure and Applied Mathematics and in Physical Science the passed students of the Engineering College have considerably the advantage. It seems to me that the Licentiates might fairly claim as a set-off against the one year's practical—or, in many cases, office—experience of the Assistant Engineers sent out from home, a knowledge of the peculiarities of the climate, as well as an acquaintance with the language and customs of the people with whom they have to deal.

Colonel Wilkins, in his letter to Government, to which I have already alluded in para. 5 of this Report, warmly espouses the cause of the Licentiates in Civil Engineering. He remarks as follows:—

* Papers connected with the establishment of Indian Universities.

† The *Builder* of 3rd December 1870, page 958, has an excellent article on the subject.

"Before concluding this letter, I would wish to remark upon what I consider a mistaken view which appears to be current amongst University Examiners and Officers of the Public Works Department with respect to the qualifications to be expected from graduates of Engineering of the Bombay University. In August last I offered to give Captain Mant, Executive Engineer, Kolapoor, a Licentiate of Civil Engineering as an Assistant. Captain Mant replied as follows:—

"'Mr. Anant Narayen has had none whatever' (practical experience), 'having only passed the examination for L. C. E. in November last from the Poona Civil Engineering College, where practical instruction exists only in name. I was myself one of the Examiners' (University), 'and conceived, as did Mr. Hart, my colleague, a very low opinion of Mr. Anant's practical knowledge, though obliged to give him good marks for his answers to theoretical questions.'

"Now this view of Captain Mant I consider to be quite erroneous, and not borne out by the University regulations. Practical knowledge is required for the Master's degree only: men are not born with practical experience, and they cannot obtain it without practice. I think that University Examiners should be informed that the University does not exact practical experience from candidates for the Licentiate's degree.

"It has once been attempted to make the Poona Engineering Institution a 'Practical School,' and the result was a signal failure. The Engineering College has no practice, and it is useless to attempt to teach the 'practical' without it."

It is not immediately on leaving college that the qualifications of the young Engineer should be judged, but after three or four years' experience on works, when he has had sufficient opportunities of applying to actual practice the principles inculcated in the class-room.

One of the oldest Engineering Schools in the British dominions is, if I mistake not, that attached to the University of Dublin, and the success of its pupils in their profession has been so remarkable that no one who has ever traced their career could hesitate to pronounce in favour of a good theoretical education as the basis of Engineering practice.

10. The establishment of a good Gymnasium would be a real benefit to the College students. A college which has for its object the production of Engineers is in this country certainly incomplete without such an appendage. The young Engineer does not depend for his livelihood on his mental powers solely. Much bodily exertion is required of him, and many hardships have to be endured, for

which a course of athletic training would in a great measure prepare him. I hope to see a boat-club formed among the students after the summer vacation, but I should in addition wish to see a commodious roofed shed erected in the College compound where gymnastic exercises could be practised.

11. The collection of fees from the students has in no way injuriously affected the attendance. At present the sum collected monthly considerably exceeds Rs. 200, and I think that this source may in future be relied on to produce a regular income of at least that amount. I make it a rule not to remit the fee unless undoubted proof of poverty is produced, and as I require a certificate from one or two well-known persons in support of an application for a remission of the fee the number of applications are not as numerous as might be supposed.

12. In consequence of the great increase in the number of the students, our present grant for Fellowships and Scholarships is, compared with the allowances made to the other Colleges, remarkably small. The total sum obtained from Imperial Funds for distribution is, after deducting Rs. 100 for two Fellowships, but Rs. 215 per mensem, which sum has to be cut up into small stipends to allow of a portion being allotted to each class.

13. In conclusion, I beg to tender my best thanks to the Professors and Teachers of the College for their coöperation during the past term.

I have the honour to be,

Sir,

Your most obedient Servant,

T. COOKE, M.A., LL.B.,

Principal, Civil Engineering College.

Classified Table of Parentage of the Students attending the Poona Civil Engineering College.

Sons of persons of property.	6
Do. of Merchants.	8
Do. of Professional people.	4
Do. of Priests.	22
Do. of Brokers.	1
Do. of Government Officials.	33
Do. of Contractors.	6
Do. of Merchants' Clerks.	9
Do. of Shroffs or Money-lenders.	6
Do. of Clerks employed in Native States.	1
Do. of Merchants' Clerks.	5
Do. of Military men.	...
Do. of Stamp-Vendors.	...
Do. of Goldsmiths.	...
Do. of Petty Merchants.	2
Do. of Solicitors' Clerks.	...
Do. of Household Managers.	3
Do. of Shroffs.	3
Do. of Persons employed in Printing-Presses.	...
Do. of Cooks.	...
Do. of Clerks to Native Gentry.	11
Do. of others.	13
Total.	136

T. COOKE,
Principal, Civil Engineering College.

5.—REPORT OF THE GOVERNMENT LAW SCHOOL FOR 1870-71.

No. 5 OF 1871-72.

Office of the Government Professor of Law,
Bombay, 25th April 1871.

To J. B. PEILE, Esq.,
Director of Public Instruction, Poona.

SIR,—I have the honour to forward the following Report of the Government Law School for the year commencing the 1st April 1870.

2. On that date the number of students on the rolls, arranged according to their classes, was as follows:—

Senior Law Students	10
Junior Law Students	9
Candidate Law Students.....	36
Total...	55

3. From the beginning of April until the end of December 1870 two lectures were delivered weekly in term time, on Jurisprudence and the Roman Law, to the Candidate Law Class, by Mr. Farran, then acting for Dr. Reid as Perry Professor of Jurisprudence.

4. Of the Candidate Law Students 25 had qualified themselves by regular attendance at lectures to enter for the annual Jurisprudence Examination in November, but of these only 16 presented themselves for that purpose. The total number of candidates, including six students of former years, was 22.

5. The students were examined by means of printed papers, copies of which have been already forwarded for your information by Mr. Farran, on the 15th of November last. Of these candidates 19 were successful.

6. By a Government Resolution of the 16th December 1870, the expenditure of Rs. 100 was sanctioned for the purchase of law-books to be presented as a prize to Mr. Abáji Vishnu Kathavate, B.A., who had obtained the highest number of marks in the examination.

7. During April and a portion of June 1870 two lectures were delivered weekly in term time, on the Civil Procedure Code, to the Senior and Junior Law Students jointly, by Mr. Farran, then acting for Dr. Reid as Government Professor of Law.

8. In the middle of June 1870 Mr. Farran resigned the acting appointment of Government Professor of Law, and was succeeded by myself. From that date until the end of September I delivered two lectures weekly, on the Civil Procedure Code and the Penal Code, to the Senior and Junior Law Students jointly.

9. From the beginning of April until the end of September 1870 the Government Professor of Law, Mr. O'Leary, delivered two lectures weekly in term time, on the Law of Evidence and Smith's Leading Cases, to the Senior and Junior Students jointly.

10. From the 9th of October 1870 I acted as Government Professor of Law for Mr. O'Leary during his absence in Europe until his return on the 13th of January last. During that period I delivered four lectures weekly in term time, on the Law of Contracts, to the Senior and Junior Law Students jointly.

11. Towards the close of 1870 Dr. Reid resigned both the appointments held by him, in consequence of which, by a Government Resolution of the 28th December 1870, Mr. Farran and myself were confirmed in the Perry Professorship of Jurisprudence and the Government Professorship of Law respectively.

12. From the beginning of January last until now two lectures have been delivered weekly, on Jurisprudence and the Roman Law, to the Candidate Law Students, by the Perry Professor of Jurisprudence.

13. Since Mr. O'Leary's return to Bombay, in January last, the Government Professors of Law have each delivered two lectures in every week, on the Law of Contracts and of Torts respectively, to the Senior and Junior Law Students jointly. They have considered it advisable to continue to amalgamate the two Law classes at lectures, in order that each class might be enabled to attend four instead of two lectures weekly.

14. The number of Law students admitted to the annual Examination for the degree of Bachelor of Laws in November 1870

amounted to 13, all of whom passed. Of these, 4 were students who had attended the Law classes during that year, and 9 were students of former years.

15. The rule by which certain fees are directed, by a Notification from your office of the 22nd September last, to be levied in the Law School, has hitherto only been applicable to the Junior and Candidate Law Classes. The total amount of fees collected to the end of March last is Rs. 553; of this sum Rs. 238 have been paid by Mr. Farran to the account of the Fee Fund, and Rs. 315 by myself to my own account, into the New Bank of Bombay.

16. The following table shows the number of Law students arranged according to their classes, on the rolls during the first academical term commencing the 21st of November 1870:—

	Number on the rolls on the 21st November 1870.	Since ceased to attend.	Since joined.	Number on the rolls on the 31st March 1871.
Senior Law Students ...	9	1	4	12
Junior Law Students ...	8	3	1	6
Candidate Law Students.	22	5	9	26
Total...	39	9	14	44

17. Compared with the total number of students on the rolls in April 1870 a falling off is here apparent. This, however, is in all probability attributable to the introduction of the system of fees in November last, inasmuch as while the numbers of the Senior Law Class, which is unaffected by the new rule, have increased, those of the Junior and Candidate Law Classes, in which fees are now levied, have fallen off.

18. The following is a classified table of the parentage of the students:—

Sons of Zemindars.	Do. of persons of property.	Do. of Merchants.	Do. of Professional people.	Do. of Government Officials.	Do. of Cultivators.	Do. of Solicitors' Clerks.	Do. of persons employed in Native States.	Do. of Priests.	Do. of Contractors.	Do. of Money-lenders.	Do. of Merchants' Clerks.	Total.
1	6	9	3	15	1	1	4	1	1	1	1	44

19. The attendance of the students at lectures has been, generally speaking, very regular during the last twelve months.

I have the honour to be,

Sir,

Your most obedient Servant,

T. LEITH, LL.M.,
Government Professor of Law.

6.—REPORT OF THE RAJKUMAR COLLEGE FOR 1870-71.

Mahableshwar, May, 1871.

To the Director of Public Instruction,
Bombay.

Sir,—I have the honour to submit the following Report on the Rajkumar College for that period of its work which has fallen within the past official year.

I write of a commencement, not of a progress. The whole time under report does not exceed two months, yet I think that even in this short space a position has been attained which may fairly encourage us to look for good results hereafter.

2. The whole College Staff had assembled at Rajkote in January, in readiness to commence the first term, as formally fixed, on February the 1st. But there was some delay in the arrival of the young Chiefs, who came slowly and separately, and regular work could not be commenced before February the 10th.

The only inmate of the College who presented himself on the 1st of February was the young Thakore of Bhownuggur, and I think that our thanks are due to the Bhownuggur Durbar, whose good example on this occasion helped, I believe, in no small degree to establish a confidence in our purposes.

After him followed the two Chiefs of Bantwa, the Thakore of Morvee and his brother, the son of the Thakore of Palitana, the Thakore of Limree and his brother, and the grandson of the Thakore of Wudwan. The Thakore of Rajkote and his brother were of course at hand, but, with the leave of the Political Agent, they did not at first come into residence. And the Bhayad of Bhownuggur was sent to join his kinsman afterwards.

4. I have thus mentioned twelve, and this has been our full number for the time under report. We divided them into the following classes:—

1st Class.

Juswuntsinghji	Thakore of Limree.....	1st Division.
Bawaji	Thakore of Rajkote.....	
Harisinghji.....	Bhayad of Bhownuggur	2nd Division.
Daji Raj.....	..... of Wudwan ...	
Shahimat Khan	..... of Bantwa	

2nd Class.

Hurbhumji.....	..... of Morvee.
Mansinghji	..... of Palitana.
Tukhutsinghji	Thakore of Bhownuggur.
Waghji	„ of Morvee.

3rd Class.

Ladhooba	..... of Rajkote.
Wukhutsinghji	..... of Limree.
Unwar Khan	..... of Bantwa.

5. This classification was not easy. There was great variety in age and greater variety in attainments. Two boys matched in one subject might in all others be widely unequal: on the whole, their merits might seem to be balanced. Yet to start them together on one common course—a set level in all subjects—cannot be quite satisfactory. Such disparities have been the more marked by reason of the smallness of our classes. But gradually, by giving special help where there is special deficiency, this difficulty will be removed, and has been lessened already.

6. I add a few particulars—(I.) of the classes; (II.) of each of the boys in order.

I. *Of the Classes.*—The 1st Class has been divided into two parts. The First Division, containing only two boys, has read all English subjects except English Grammar with me. The English of the Second Division (with the Grammar of the First) has been taken by Mr. Javheri, who has also instructed the whole class in Gujarathi. The Sanskrit has been taken by Mr. Laivala, the Arithmetic by Mr. Turkhud.

The books, and the amount of each, read in this class have been—

1st Class.

Name of Book.	Amount read.
English—Morris's History of India (by 1st Division)	3 chapters.
Howard's 3rd Book, 1st Part (by 2nd Division)	38 pages.
Cornwell's Geography	10 pages of America (by 1st Division), 4 pages of Asia (by 2nd Division), and also all the countries of Asia in Hope's Gujarathi Geography.
Howard's Rudimentary Grammar. English Dictation and Copy.	40 sections.
Gujarathi—Hope's Series of 5th Book: History of India to end of reign of Mubraj	
Hope's Series, 6th Book	36 pages, historical portion by heart.
Green's Idiomatic Phrases.....	5 pages by heart.
Translation, English into Gujarathi, from Morris's History of India	5 pages.
Sanscrit, 1st Book	4 lessons.
Arithmetic	To Division of Decimals.

In the 2nd Class the English Reading, Geography, and Arithmetic have been taken by Mr. Turkhud, the Gujarathi Reading by Messrs. Laivala and Dholakia, and Gujarathi Grammar, English Dictation and Copy-writing by Mr. Javheri.

2nd Class.

Name of Book.	Amount read.
English—Howard's 2nd Book 1st Part...	The whole.
Gujarathi—Hope's Series, 5th Book.....	80 lessons.
Translation, English into Gujarathi from English Primer,	The whole.
Hope's Gujarathi Geography.	25 pages.
Hope's Gujarathi Grammar..	31 pages.
Arithmetic	Multiplication, Division, G.C.M. and L.C.M.

In the 3rd Class the English Reading has been taken by Messrs. Turkhud and Javheri, the Gujarathi Reading by Messrs. Turkhud and Dholakia, the Arithmetic by Mr. Turkhud, and the Copy-writing by Mr. Javheri.

3rd Class.

Name of Book.	Amount read.
Gujarathi. { 1st Book by Wukhutsinghji.	The whole.
4th Book by Unwar Khan..	37 lessons.
(Ludhooba, the first boy in this class, reads Gujarathi with 2nd class).	
English—Primer	10 lessons.
Arithmetic	Unwar Khan and Wukhutsinghji have learnt Notation, Addition, and Subtraction. Ludhooba has read to Division.

II.—Of each of the boys in order.—(1). Juswuntsinghji, the Thakore of Limree, is the first boy in College, and will, I have no doubt, keep the position. He is a thoughtful, intelligent youth, though sometime by reason of physical weakness, his mind seems incapable of exertion. When he came he had read to the end of the 5th Gujarathi Book (historical lessons excepted) and knew it well, and Hope's Gujarathi Grammar. In English he had read to the 29th lesson of 3rd Book, Part II., and (imperfectly) a small portion of Howard's Easy Grammar. In Arithmetic he had read Fractions and Decimals. In the lastnamed subject he is far in advance of the rest of his class. He has learnt Extraction of Roots, Algebra as far as Division, and has lately commenced Euclid. He speaks English fairly, and reads with intelligence, but is deficient in Grammar and Parsing.

(2). Bawaji, Thakore of Rajkote, had, when he came, read both of English and Gujarathi about as much as Juswuntsinghji, to whom in the former subject he is nearly equal, but in the latter much inferior. In Arithmetic he is very deficient: when he came he had read as far as Multiplication of Fractions, but very imperfectly. He is not at all a clever boy, and holds his position in the 1st Class by his knowledge of English—a knowledge which reflects much credit on his former tutor, Mr. Dulpûtram. He converses in English easily, and writes and speaks very fairly—rather better than Juswuntsinghji.

(3). Harisinghji, Bhayad of Bhownuggur, is the third, the first of the 2nd Division. He is a clever boy, and will, I hope, be in the 1st Division after the May holidays. In Gujarathi and Sanscrit he equals, if not excels, Juswuntsinghji, and in everything

except English is superior to Bawaji. In English, however, he is deficient, and must make progress in that before he can be promoted. When he came he had read the 5th Gujarathi Book and the Grammar. In English he had read the 3rd Book, 1st Part, and nine lessons of 2nd Part, but his knowledge of what he had read was imperfect, and of English Grammar he knew nothing. He is reading the 3rd Book, 1st Part, again. In Arithmetic he is good.

(4). Dajiraj, of Wudwan, comes next to Harisingh, and between these two occurs the greatest gap in the class. Dajiraj's work has not been satisfactory. He has ability, but is careless and idle. He has read an equal amount with the others, but not with equal attention. In every subject he has shown the same want of industry. When he came to College he had read the 5th Gujarathi Book and the Grammar, in English thirty-two lessons of 3rd Book, 1st Part, and in Arithmetic Simple Division, but all very imperfectly.

(5). The next, Shahimat Khan, of Bantwa, is the oldest boy in College—is in fact a man. He has also a man's intelligence, but is almost uneducated. He had read, when he came, nearly as much Gujarathi as Dajiraj, but in English he was very deficient, having read only to the tenth lesson of 2nd Book, 1st Part. Being a Musalman, he finds some difficulty in fully understanding his Gujarathi Master. But he is thoroughly sensible and painstaking, and will improve.

(6). Hurbhumji, of Morvee, the first in the 2nd Class, promises well. He is a little boy, but works very carefully and conscientiously. He was at the outset considerably in advance of his elder brother, and each succeeding day has widened the distance between them. He had read, when he came, the 5th Book of Gujarathi, and in English had just begun the 2nd Book, Part I. In Arithmetic he had a good knowledge of sums up to Simple Division. He has lately been promoted to the 1st Class in Gujarathi and Arithmetic, but until his knowledge of English is greater he must read this subject in the 2nd Class.

(7.) Mansinghji, of Palitana, is also a child of promise. He is very bright and intelligent and of a docile disposition. In English he is nearly equal with Hurbhum, but is inferior in Arithmetic and Gujarathi. He had read, when be came, the 2nd Book, 1st Part, in English, but very indifferently. He had also read the 4th Gujarathi

Book imperfectly: of Grammar he knew nothing. In Arithmetic he had a very indifferent knowledge of Multiplication.

(8). Of Tukhutsinghji, Thakore or Bhownuggur, I cannot speak so favourably. He is not at all a foolish boy, and in ordinary matters of conversation would seem to be sensible and even shrewd. But he has little energy, and in school appears to possess no power of concentrating his thoughts. His progress has therefore been slow, and I fear that we must not expect any very decided improvement. In Gujarathi he had read, when he came, the 4th Book fluently but not intelligently, and in English had just begun the 2nd Book, Part I. He had read no Grammar, but had a respectable knowledge of Geography. His Arithmetic was and is very poor.

(9). Waghji, Thakore of Morvee, is very careless and inattentive, and has made but little advance. He is, as I mentioned before, far behind his younger brother. He had read, when he came, only five lessons of the English Primer, so this book he has recommenced with the beginners in the 3rd Class, by whom he is being beaten. In Gujarathi and Arithmetic he is better, is equal perhaps with Mansingh. He had read, when he came, the 5th Book in Gujarathi, and in Arithmetic to Division. He is a frank, ingenuous boy, but has not been taught to submit to order. His merits are most conspicuous in the playground.

(10). Ludhooba, of Rajkote, came to College well prepared in Gujarathi but not knowing a letter of English. The former subject he reads in the 2nd Class. In English he has commenced the Primer, and in Arithmetic has advanced to Division. He is a clever but rather troublesome boy. On the whole his attainments are, I think, equal with those of Waghji.

(11). Wukhutsinghji, of Limree, is a boy who I hope will turn out well. He knew, when he came to College, *nothing*. He had read ten lessons of the 1st Gujarathi Book, not a line of any other. He is, however, a very quick boy, and when he applies himself learns easily. He has already finished the 1st Gujarathi Book, and in the English Primer is equal with Ludhooba, and bids fair to pass Waghji.

(12). Unwar Khan, of Bantwa, is not so promising. He is fourteen or fifteen years of age, and too old for his ignorance. He

is very rude both in mind and in manners, has no application, and apparently no comprehension. I cannot, however, be sure whether his stupidity is feigned or real. Perhaps we do not as yet understand him. He had read (indifferently) the 3rd Gujarathi Book when he came to College, and has now read 68 lessons of Book IV. In English and in Arithmetic he is beaten by Wukhutsing, who is four or five years his junior.

7. The hours of lessons were at first six, but latterly (during the greater heat) have been reduced to five, daily.

8. I am not as yet inclined to propose any fixed standard of Reading. The College is now in its infancy, and that which is fit for its present wants will not be sufficient hereafter. I would rather suggest that, by raising the work of each class every term, we should slowly advance to some suitable standard to be ultimately approved and adopted.

9. With regard to the general tendency of the education, we must of course look to the special requirements of those to be educated. This College is a new and peculiar institution. We have to do not with common individuals, but with a set of young Chieftains, on whose future influence and example the welfare of thousands will mainly depend. I therefore think that in training these Chiefs we should seek above all other things to develop literal opinions, refinement of tastes, and broad human sympathies. I wish not to make them thinkers merely, but, rather, large-minded, practical men, sensible of their responsible duties, and able honourably to discharge them.

10. Whatever may be said generally in favour of imparting knowledge through a native rather than a foreign language, there can, I should think, be no question at all that in this particular College a thorough knowledge of English will be of the first importance, considering the relation in which the Chiefs of Kattiawar at present stand to the British Government. I am sure they will gain the greatest advantage from an acquaintance with the language—and, through the language the policy—of the protecting power. They will, I hope, be taught to converse in English freely, and also to take an interest in English books and newspapers.

On the other hand, their native language, Gujarathi, will not be neglected, and Sanscrit too will be taught regularly to all who are Hindoos.

For the Musalmans I think it would be well to appoint a Persian Moonshee, who might also teach Hindoostanee to all.

Easy lessons in Natural Science would also be of great benefit, and under Mr. Turkhud's superintendence might be made very interesting and practical.

I should also be glad to make some arrangement for classes of Drawing and Music, but at present I fear that this is impossible.

11. We are sadly in want of a good Recreation-room with Library and other means of amusement. This will, I hope, be formed in time, but at present we are destitute of funds.

12. I do not, however, forget that the College is not only a place of study, but one of continual residence. It differs in this respect, I believe, from all other Colleges yet existing in India. Its inmates will spend nine months of the year within its walls, and the common tone which prevails in the place will impress itself on their separate natures. I should wish that this may be the frank, fearless tone of an English public school. But this we cannot ensure. It is not a matter of method or plan. Much will depend on the boys themselves, though more perhaps on their treament. I can only say that we shall endeavour to treat them without mistrust or suspicion, and shall discourage every semblance of meanness. The advantage of bringing the boys together in testing their characters and forming friendships has been apparent already.

13. For their proper physical development I have little fear. They rise at 5 A.M., and take early rides or gymnastic exercise on alternate mornings. They are naturally courageous and manly, and already they take to English games with the pluck and enjoyment of English boys. They go to bed between 8 and 9 P.M.

14. The College Staff, as at present existing, consists of myself as Principal; Mr. Moreshwar Atmaram Turkhud, Vice-Principal; Mr. Nuvanidhlal Govindlal Javheri, First Master; Mr. Ghelabhai Maniklal Laivala, Sanscrit Master; Mr. Revashunker Bhowanyshunker Dholakia, Second Master. A Gymnastic Master also attends.

15. In Mr. Turkhud I have found an invaluable helper both in the school-room and on the playground, and of his thorough and cheerful assistance I desire to express my grateful appreciation.

With the work of the Masters I have been well satisfied, especially with that of Mr. Javheri, who is a zealous and accurate teacher.

16. From Colonel W. W. Anderson, Political Agent in Kattiawar, I have invariably received the most liberal advice and support. He takes the greatest interest in all that concerns the College, and visits it very frequently. To him indeed it owes its existence.

I have the honour to be,

Sir,

Your most obedient Servant,

CHESTER MACNAGHTEN,

Principal, Rajkumar College.

APPENDIX C.

REPORTS OF THE TRANSLATORS IN THE EDUCATIONAL DEPARTMENT.

1. Report of the Marathi Translator for 1870-71.
2. Report of the Gujarathi Translator for 1870-71.
3. Report of the Canarese Translator for 1870-71.
4. Report of the Dakshina Prize Committee for 1870-71.

1.—REPORT OF THE MARATHI TRANSLATOR FOR 1870-71.

No. 1 of 1871-72.

Mahableshwur:
Office of the Marathi Translator, E.D.,
1st April 1871.

To J. B. Peile, Esq.,
Director of Public Instruction, Bombay.

Sir,—I have the honour to submit the following Report of the work done in the Office of the Maráthí Translator and Literary Referee, Educational Department, in the year 1870-71.

A.—*My own personal work.*

I carried through the press the first stereotyped edition of the Fifth Book of the Departmental Maráthí Series. The Sixth Book has not yet entered the press.

I carefully looked over the Maráthí Translation of the first part of Robinson Crusoe, made by Mr. Ráwjí Shástrí Gorbolé when Translation Exhibitioner. This work was submitted for publication with my letter No. 18 dated 18th August 1870.

I carefully looked over the Maráthí work entitled "Kádambari Sár," First Part, prepared by Mr. Parshurám Pant. This work was submitted for publication with my letter No. 37 dated 22nd November 1870.

I commenced the revision of the English and Maráthí Dictionary preparatory to a second edition. I have advanced as far as the letter F.

I examined and reported upon the following works sent to me for my opinion:—

(1) Specimen of a Tiká or commentary on the poetical pieces in the Sixth Book of the Maráthí Series, by Mr. Náráyan Shástrí Sátháye.

(2) Native Nights Entertainments, by Mr. Keshaw Raghunath Shet Chonche Saitawdekar.

(3) Bertholde Charitra.

(4) Description of the Bombay Presidency.

(5) Wichitra Purí, a Novel by Mr. Keshaw Lakshman Jorvekar.

(6) Easy Lessons in Grammar.

(7) Hindustánántíl Itihásik Kálkrám, by Mr. Vithobá Sonji Chawhán.

(8) Catechism of the History of India, by Mr. Krishnájí Prabhákar Kále.

(9). Shrí Rámdás Swámiche Charitranchi Bakhar.

(10) Stríd nyán Pradíp.

(11) Máráthí Translation of "The Taming of the Shrew," by Mr. Sakhárám Parshurám Pandit.

(12) Catechism of the History of England by Messrs. Gopál Rámchandra Wájhe and Shridhar Mahádeo Shamhe.

(13) Maráthí School Atlas, by Mr. Bálájí Náráyan Phadke.

(14) Máráthí Shuddha Lihinya Wishayín Anugam, by Mr. Rámchandra Vináyak Ok.

(15) The Numbers of the Wiwidha Dnyán Wistár from March 1870 to February 1871, both included.

(*N.B.*—The Numbers for March, April, and May 1870 were in one.)

B.—*Work done by* Mr. PARSHURA'M PANT PANDIT.

Condensing the Maráthí Translation of the Second Part of Kádambari, and making a readable book of it. Pages condensed 600, pages of condensed book 200.

Revision of a Maráthí work on Medical Jurisprudence sent by the Principal of the Grant Medical College, pages 450.

Rendering help in the correctio. of the proof-sheets of the Fifth Book.

Reading the Fifth Book to prepare a list of errata.

Rendering general help to the Maráthí Translator in his examination of books, and in his revision of the English and Maráthí Dictionary.

C.—*Work of the Translation Exhibitioner*, MR. JANA'RDHAN BA'LA'JI' MODAK, B.A.

Revision of a part of the Translation of Robinson Crusoe.

Translation of Numbers 17, 18, 53, 85, 134, 155, of the "Rambler."

Translation of Fowler's Discipline and Instruction, pages 125. (*N. B.*—The work is still with the Translation Exhibitioner for revision.)

The Second and Third Books of the Maráthí Series copied out in the Modi character.

Translation of 31 pages of the "Outlines of Universal History."

D.—*Work of the Gurús transferred from the College.*

(1) Mr. Krishna Shástrí Rájwade and Mr. Mahadev Shástrí Godbolé.—Maráthí Translation of Mágh Kávya, pages 147.

(2) Mr. Bál Shástrí Deo.—Maráthí Translation of Kádambari, pages 144.

I have the honour to be,

Sir,

Your most obedient Servant,

THOMAS CANDY, Major,

Maráthí Translator, E. D.

2.—REPORT OF THE GUJARATHI TRANSLATOR FOR 1870-71.

No. 3 of 1871-72.

Office of the Gujarathi Translator,
Educational Department:
Ahmedabad, 4th April 1871.

To J. B. PEILE, Esq.,
Director of Public Instruction, Bombay.

SIR,—I have the honour to submit an account of work performed in my Office during the official year 1870-71.

My personal work was as set below:—

(*a*). Compiled a Manual of Modern History from the beginning of the ninth century to the end of the twelfth century.

(*b*) Recast and revised 18 pages of the translation of "Discipline and Instruction," by J. T. Fowler, F.S.A.

(*c*) Recast and revised the first four chapters of the translation of Smith's Smaller History of Greece.

Examined and reported on the following books:—

1. Pada Chedda in Gujarathi (by Mohanlál Kaliánji).
2. History of Kutch (by Chaturbhuj Sivji).
3. The articles in the Gujarathi portion of the first number of the magazine named "Moonshine."
4. Raja-onee-Vansavalee (by Pránshankar Laxmirám Mehtá).
5. A Drama called "Rustum and Sohoráb" (by Edalji Jamsetji Khori).
6. A Gujarathi Spelling Book (by Harivalabh Mulji.)
7. Vijaya Wáni (author not known).
8. Gujarathi Translation of Acts VIII. of 1859 and XXIII. of 1861, with notes.
9. Gitá Garbávali (by Dalpatrám Dulabhrám).
10. Premánand's Mrudalasha Akhyan (edited by Dalpatrám Dulabhrám).

11. Songs sung by Nágar Women (edited by Narmadáshankar Lálshankar).
12. Translation of Kálidás's Malvikagnimitra Nátak (by Ranchodbhái Udayarám).
13. Stri Kelvani Vishe (by Virajlál Gowrishankar).
14. A Tale entitled "Bhabhakpore" (by Bhánshankar Jeyshankar Pandyá).
15. "Moonshine" for August 1870.
16. Aprádh Bodhak (by Rájábhái Amratlál).
17. Geography and Brief Notes regarding Revá Kántá (author not known).
18. Geography and Brief Notes regarding Panch Maháls (author not known).
19. Translation of the "Digest of Hindu Law" (by Girdharlál Dayáldás Kothári, B.A.).
20. Subdarth Kosh, Part II. (by Dowlatrám Manirám).
21. Kavya Suthá (by Ranchor Gallurám).
22. Journey to Mount Aboo (by Ranchor Gallurám).
23. 'Astodaya and Nala Damayantí' (by Mansukrám Surajrám).
24. Translation of Aitchison's Treaties, Engagements, &c., with the Native Princes of Gujarát (by Girdharlál Dayáldás Kothári, A.B.
25. History of India (by C. N. Pestanji Wádiá).
26. A collection of puzzling examples in Arithmetic, Part I. (by Keshavlál Motilál).
27. Nine numbers, from March to September 1870, of the magazine called 'Gujaráti Niti Prakásh' (published by Kikábhái Parbhudás).
28. Harishchandra Nátak (by Ranchodbhai Udayarám).
29. Ketwádinu Pustak (by Reváshankar and Prángovind).
30. Nooré Elum, two numbers, a periodical (published by Messrs. Byrámji Fardunji & Co.).
31. Buddhi Prakásh, a monthly periodical.
32. Buddhi Vardhak, a monthly periodical.
33. Gujarát School Paper, a monthly periodical.

34. Vidnyán Vilas, a magazine issued in consecutive numbers.

My work as Secretary to the Committee for the Encouragement of Gujarathi Educational Literature during the year was as follows :—

Circulated and reported on the following books :—

35. Printed portion of English and Gujarathi Dictionary (by Ardesar and Nánábhái).
36. A Manuscript Essay on Jainism (by Utamrám Dulabhrám).
37. Catechism of the History of India (by Gowrishankar Dayarám).
38. Kohodáná Hisábni Chopadi (by Fakirbhái Kásidás).
39. Exercises on Parsing (by Mohanlál Kaliánji).
40. A book named "English Exercises" (by Rev. T. L. Wells).

Work done by the Translation Exhibitioner, MR. CHOTA'LA'L SHEVAKRA'M KAMODIA', *from 1st April to 17th October, when he went on leave for six months.*

Translated the 21st and 22nd chapters of Smith's Smaller History of Greece (pages 38), and revised a portion of it. Examined proof-sheets of the following books :—

(1.) Gujarathi Translation of Morris's History of India from page 65 to 274.
(2.) Ank Ganit, the whole.

Work done by the Acting Translation Exhibitioner, Mr. BALWANTRA'M MAHA'DEVRA'M MEHTA', *during the remaining part of the year under report.*

Translated 40 pages of "Discipline and Instruction" by J. T. Fowler, F.S.A., &c. Prepared sentences for a series of Gujarathi Copy-ships.

Rendered general help in revising translation and doing office work. Corrected proof-sheets of the following books :—

Gujarathi Translation of Morris's History of India, from page 275 to 291.
Gujarathi Pingal, 106 pages.
Kávya Dohan, Part I., 48 pages.

Work done by my Kárkun, SHA'STRI SUKHESWAR BA'PUJI.

Wrote a fair copy of the Translation of the History of Greece and of the first 18 pages of the revised translation of "Discipline and Instruction."

He assisted me and the Exhibitioners in examining the proof-sheets and other works.

I have the honour to be,

Sir,

Your most obedient Servant,

MAHIPATRAM RUPRAM,

Gujarathi Translator, Educational Department.

3.—REPORT OF THE CANARESE TRANSLATOR, EDUCATIONAL DEPARTMENT, FOR 1870-71.

Belgaum, 21st April 1871.

To J. B. PEILE, Esq.,
Director of Public Instruction, Bombay.

SIR,—I have the honour to submit the following Annual Report of the work done in my office during the official year 1870-71.

MY PERSONAL WORK.

Translated.

1. The Departmental Second Book of Lessons in Sanscrit.
2. Discipline and Instruction by J. T. Fowler.
3. Outlines of Universal History, compiled for Indian School-masters.
4. 50 pages of Martin's Natural Philosophy.

Examined and reported on.

1. Canarese Válmiki Rámáyana, an old poem.
2. Canarese Primer. (Mangalore.)
3. First Book of Arithmetical Exercises, for beginners. (Ditto.)
4. Second Book. (Ditto.)
5. Third Book. (Ditto.)
6. Method of Teaching Arithmetic to beginners. (Ditto.)
7. Bhakti Rasáyana, an old poem. (Bangalore.)
8. Bhárata Nighánta. (Ditto.)
9. Asiatic or Epidemic Cholera. (Ditto.)
10. Description and History of India by Govind Keshava, an Assistant Master.
11. Translation of Shakuntalá Nátaka; by Shesho Rámchandra Turmuri.
12. Translation of a Marathi Essay on Female Education by Devápá Chatrápá, a schoolmaster.
13. Translation of Bhágavadgítá by Munshi Shrinivasayá.

II.—Work done by Mr. Ganga'dhar Madîwaleshwar Turmuri, Translation Exhibitioner.

Compiled.

1. A new School Grammar.
2. An Abridgment of do.
3. Second Book of Poetry, with Paraphrase.

Copied fair and compared.

1. Discipline and Instruction.
2. Outlines of Universal History.

VENKAT RANGO KATTI,
Canarese Translator.

4.—REPORT OF THE DAKSHINA PRIZE COMMITTEE FOR 1870-71.

No. 1 of 1871-72.

Poona:
Office of Secretary to the Dakshina Prize Committee,
3rd April 1871.

To J. B. PEILE, Esq.,
Director of Public Instruction.

SIR,—I have the honour to submit the following Report on the operations of the Dakshina Prize Committee for the year ending 31st March 1871.

2. Captain Jacob, one of the members, who was temporarily absent in England, rejoined the Committee in the month of July. Mr. Moroba Kanoba, one of the old members of the Committee, died some weeks ago; excepting this, no other change took place in the constitution of the Committee.

3. During the period under report the Committee met thrice—namely, on the 27th June, on the 27th July 1870, and on the 21st January 1871.

4. During the year the Committee awarded Prizes for the following works:—

(1) Hindu Sanahvar Kavita (a competitive poem on Hindu Festivals, by Mr. Krishna Shastri Rajvade: Rs. 300 awarded to the author.

(2). Another competitive poem on the same subject by Mr. Ganesh Shastri Lele: Rs. 40 awarded to the author.

(3) Birbalva Badshaha Yanchia Goshti, or The Oriental Bertholde, by Mr. Narayan M. Permanand: Rs. 50 awarded to the author.

(4) Sayuja Sadan, an original Drama by Mr. Ramkrishna Hari Bhagwat: Rs. 25 awarded to the author.

(5) Avalia, a Novel by Mr. Vinayak B. Damle: Rs. 100 awarded to the author.

(6) Parvati Parinaya Natak (a drama), translated from Sanskrit by Mr. Parashram Pant Godbole: Rs. 150 awarded to the author.

5. The following two works, namely, Swapnanayan, a drama by Mr. Martand Shastri Korane, and a competitive translation of Shakspeare's Tragedy of "Macbeth" by Mr. Krishnaji Kashinath Joshi, were rejected by the Committee and returned to their respective authors.

6. I have reported upon the following works during the year:—

(1). Competitive Translation of Shakspeare's Tragedy of "Macbeth," by Mr. Krishnaji Kashinath Joshi.

(2). Translation of Parvati Parinaya Natak, a Sanskrit drama, by Mr. Parashram Pant Godbolé.

(3). Vishvasrao, a novel by Mr. Naro Sadashiv Risbud.

(4). Translation of Chandkowshik, a Sanskrit drama, by Mr. Shankar Moro Ranade.

(5) Chitvedhak Sadhu Charitra, a translation of a story from the Skandpuran, by Mr. Balkrishna Dinkar Kanadkar.

7. I have also revised and prepared for the press the first eighty pages of Mahavir Charitra, a Sanskrit drama, translated into Marathi by Mr. Krishna Shastri Rajwade, and rewarded by the Committee in 1867.

I have the honour to be,

Sir,

Your most obedient Servant,

RA'WJI S. GODBOLE,

Secretary to the Dakshina Prize Committee.

APPENDIX D.

RETURN of New Applications for Grants-in-Aid registered in the Office of the Director of Public Instruction for Examination during the year 1871-72 *under the Provisional Revised Rules dated* 24*th December* 1867.

1	2	3	4	5		
No.	Name of Applicant.	Name and description of School.	Probable Number of Pupils to be presented for Examination under each Standard.	Utmost amount of Grant payable were all presented Candidates to pass.		
				Standard Allowance.	Capitation Allowance.	Total.
				Rs.	Rs. a.	Rs. a.
1	Rev. C. Cooke, Catholic Chaplain.	St. Elizabeth's European, Eurasian, and Portuguese English-teaching School at Mazagon, under the Charity Branch of the Bombay Catholic Association.	Standard I., Boys 15...	90	30 0	
			Ditto II., do. 24...	216	48 0	
			Ditto III., do. 10...	120	20 0	
				426	98 0	524 0

2	Vishnoo Wassudeo Phadke.	Anglo-Vernacular School at Poona (Shunwar Peit), managed by Vishnoo Wassudeo Phadke.	Standard I., Boys 40...	240	.....	
			Ditto II., do. 40...	360	.....	
			Ditto III., do. 50...	600	.....	
			Ditto IV., do. 25...	525	.....	
				1,725	.....	1,725 0
3	Vinayek Chintamon Deshmookh.	Anglo-Vernacular School at Poona (Shukrawar Peit) managed by Vinayek Chintamon Deshmookh.	Standard I., Boys 20...	120	.....	
			Ditto II., do. 30...	180	.....	
			Ditto III., do. 30...	360	.....	
			Ditto IV., do. 70...	1,470	.....	
			Ditto V., do. 70...	2,100	.....	
				4,230	.....	4,230 0
4	Rev. B. Fernandes, President St. John's School Committee.	St. John's School (Anglo-Portuguese) at Lower Mahim.	Return not received.			
5	Rev. F. Ziegler, Inspector of the German Mission Schools in Southern Maratha Country.	Dharwar Anglo-Vernacular School under the control of the Basel German Evangelical Missionary Society.	Standard I., Boys 40...	240	80 0	
			Ditto II., do. 40...	360	80 0	
			Ditto III., do. 15...	180	30 0	
			Ditto IV., do. 8...	168	16 0	
				948	206 0	1,154 0
			Carried forward...	.....	.....	7,633 0

1	2	3	4	5		
No.	Name of Applicant.	Name and description of School.	Probable Number of Pupils to be presented for Examination under each Standard.	Utmost amount of Grant payable were all presented Candidates to pass.		
				Standard Allowance.	Capitation Allowance.	Total.
				Rs.	Rs. a.	Rs. a.
			Brought forward...	.....	.....	7,633 0
6	Rev. F. Ziegler, Inspector of the German Mission Schools in Southern Maratha Country.	Dharwar Halagiri Vernacular School, under the control of the Basel German Evangelical Missionary Society.	Standard I., Boys 12...	12	6 0	
			Ditto II., do. 11...	22	5 8	
			Ditto III., do. 10...	30	5 0	
				64	16 8	80 8
7	Ditto ditto	Hooblee Middle School (Anglo-Vernacular) under ditto.	Standard I., Boys 6...	36	12 0	
			Ditto II., do. 7...	63	14 0	
			Ditto III., do. 6...	72	12 0	
				171	38 0	209 0

8	Ditto	ditto	.....	Old Hooblee School at Hooblee (Vernacular), under ditto.	Standard I., Boys 12...	12	6	0		
					Ditto II., do. 11...	22	5	8		
					Ditto III., do. 10...	30	5	0		
						64	16	8	80	8
9	Ditto	ditto	.....	Hooblee Boys' Orphanage (Vernacular), under ditto.	Standard I., Boys 8...	8	4	0		
					Ditto II., do. 8...	16	4	0		
					Ditto III., do. 6...	18	3	0		
						42	11	0	53	0
10	Ditto	ditto	.....	Hooblee Girls' Parochial School (Vernacular), under ditto.	Standard I., Girls 3...	6	1	8		
					Ditto II., do. 3...	12	1	8		
					Ditto III., do. 3...	18	1	8		
						36	4	8	40	8
11	Ditto	ditto	.....	Bettigiri Boys' School (Vernacular), under ditto.	Standard I., Boys 8...	8	4	0		
					Ditto II., do. 12...	24	6	0		
					Ditto III., do. 8...	24	4	0		
						56	14	0	70	0
					Carried forward...	.....	.....		8,165	8

1	2	3	4	5		
No.	Name of Applicant.	Name and description of School.	Probable Number of Pupils to be presented for Examination under each Standard.	Utmost amount of Grant payable were all presented Candidates to pass.		
				Standard Allowance.	Capitation Allowance.	Total.
				Rs.	Rs. a.	Rs. a.
			Brought forward...	.....	.....	8,165 8
12	Rev. F. Ziegler, Inspector of the German Mission Schools in Southern Maratha Country.	Bettigiri Girls' Orphanage (Vernacular) under the Basel German Evangelical Missionary Society.	Standard I., Girls 6...	12	3 0	
			Ditto II., do. 6...	24	3 0	
			Ditto III., do. 4...	24	2 0	
				60	8 0	68 0
13	Ditto ditto	Galedgood Koshtapete School (Vernacular), under ditto.	Standard I., Boys 12...	12	6 0	
			Ditto II., do. 11...	22	5 8	
			Ditto III., do. 10...	30	5 0	
				64	16 8	80 8

11	Ditto ditto	Goledgood Girls' Parochial School (Vernacular), under ditto.	Standard I., Girls 5...	10	2	8		
			Ditto II., do. 4...	16	2	0		
			Ditto III., do. 4...	24	2	0		
				50	6	8	568	0
15	Rev. G. F. Rea, Missionary in charge, and Superintendent of School.	Borsad Christian School (Vernacular), under the control of the Irish Presbyterian Mission.	Return not received.					
16	Rev. J. Smith, in charge of Mission School.	Belgaum Mission School (Anglo-Vernacular), under the London Mission Society.	Standard I., Boys 30...	180	60	0		
			Ditto II., ditto 20...	180	40	0		
			Ditto III., ditto 20...	240	40	0		
			Ditto IV., ditto 10...	210	20	0		
			Ditto V., ditto 7...	210	14	0		
			Ditto VI., ditto 1...	100	2	0		
				1,120	176	0	1,296	0
17	Ditto ditto	Byl Hongal Mission School (Vernacular), under ditto.	Standard I., Boys 30...	30	15	0		
			Ditto II., ditto 10...	20	5	0		
			Ditto III., ditto 6...	18	3	0		
			Ditto IV., a few.....	.....	.....			
				68	23	0	91	0
			Carried forward...	.....	.....		10,269	8

1	2	3	4	5		
No.	Name of Applicant.	Name and description of School.	Probable Number of Pupils to be presented for Examination under each Standard.	Utmost amount of Grant payable were all presented Candidates to pass.		
				Standard Allowance.	Capitation Allowance.	Total.
				Rs.	Rs. a.	Rs. a.
			Brought forward...	.....	.....	10,269 8
18	Rev. J. Smith, in charge of Mission School.	Belgaum Marathi Mission School, under ditto.	Standard I., Boys 35...	35	17 8	
			Ditto II., ditto 30...	60	15 0	
			Ditto III., ditto 15...	45	7 8	
						180 0
				140	40 0	
19	M. H. Scott, Esq., Secretary Settáni Hurkorbai's Girls' School at Ahmedabad.	Neknamdar Hurkorshethanee's Vernacular Girls' School.	Standard I., Girls 15...	30	7 8	
			Ditto II., ditto 8...	32	4 0	
			Ditto III., ditto 5...	30	2 8	
				92	14 0	106 0
			Total.....	.....	.....	10,555 8

APPENDIX E.

GOVERNMENT RESOLUTIONS, NOTIFICATIONS, LETTERS, &c.

No. 439.

EDUCATIONAL DEPARTMENT:

Bombay Castle, 23rd August 1870.

The Secretary to the Government of India, No. 383, dated the 22nd July 1870—Forwards, for the information of this Government, copy of a Resolution recorded in the Financial Department No. 1831 of 13th instant, and of its enclosure, together with extracts from the Resolution No. 100 dated the 13th January 1869, therein referred to, on the subject of revised scale of Salaries for the superior officers of the Educational Department.

RESOLUTION.—Copy should be furnished to the Director of Public Instruction for the favour of his remarks.

W. WEDDERBURN,
Acting Secretary to Government.

To

THE DIRECTOR OF PUBLIC INSTRUCTION.

THE ACCOUNTANT GENERAL, BOMBAY.

(With copy to each of the papers.)

No. 383.

HOME DEPARTMENT:

Education.

From E. C. BAYLEY, Esq., C.S.I.,

Secretary to the Government of India,

To THE CHIEF SECRETARY TO GOVERNMENT OF BOMBAY.

Simla, the 22nd July 1870.

SIR,—I am directed to forward for the information of His Excellency the Governor in Council a copy of a Resolution recorded in the Financial Department No. 1831 dated 13th instant, and of its

enclosure, together with extracts from the Resolution No. 100 dated 13th January 1869, therein referred to, on the subject of a revised scale of Salaries for the superior officers of the Educational Department.

I have, &c.,

E. C. BAYLEY,
Secretary to the Government of India.

No. 1831.

GOVERNMENT OF INDIA,
FINANCIAL DEPARTMENT.

Simla, the 13th July 1870.

Read again—

Paragraph 37 of the Financial Despatch from Her Majesty's Secretary of State for India, No. 219, dated 24th June 1869, sanctioning a revised scale of Salaries for the superior officers of the Education Department throughout India outside the Lower Provinces of Bengal.

RESOLUTION.—The Governor General in Council observes that, under rule, an increase which raises a salary above Rs. 5,000 a year takes effect, unless otherwise specially ordered, from the beginning of the official year following that in which the sanction of the Secretary of State may have been received.

2. Owing to the largeness of the amount involved in the increases above mentioned of the salaries of the superior officers of the Education Department, the propriety of giving effect to the increases was questioned, in the present state of the finances.

3. In making up the Budget Estimate for 1870-71, the subject was fully considered, and it was determined to issue the increases of salary with effect from the beginning of 1870-71. The Budget provision for this purpose, in some of the local Estimates, which had been challenged on the first review of them, was accordingly allowed to stand, and it was added in others in which it had been omitted.

4. The Governor General in Council is accordingly pleased to authorize payment of the increases of salary with effect from the beginning of 1870-71.

ORDER.—Ordered that a copy of this Resolution be sent to the Home Department, with reference to its endorsement No. 180 dated 29th March 1870, and with an extract of paragraph 37 of the Despatch of the Secretary of State No. 219 dated 24th June 1869, and also with an extract of the same paragraph, and with a copy of Financial Resolution No. 100 dated 13th January 1869, and its annexure, to the several Accountants General and Deputy Accountants General in independent charge, with the exception of the Accountant General, Bengal, and the Deputy Accountant General, Mysore.

R. H. HOLLINGBERY,
Assistant Secretary to the Government of India.

Extract from a Financial Despatch from the Secretary of State for India, No. 219, dated 24th June 1869.

Para. 37.—These arrangements are confirmed, but I see no sufficient reason for their having been sanctioned without previous reference to the Home Government, under the rule applicable to increases of salary in India.

35. Revised scale of salaries for the superior Educational Offices of the several Presidencies and Provinces, involving an aggregate minimum increase of Rs. 4,376, and a maximum increase of Rs. 14,626, sanctioned.

Extract (paragraphs 1 to 7 and 9 and 11, with Schedule A) from Financial Department Resolution No. 100 dated 13th January 1869.

Para. 1.—The Governor General in Council observes that a liberal scale of salaries was fixed in 1865 for the superior officers of the Education Department in Bengal, and, having regard to the urgent and increasing demands on the funds available for Education, it is not desirable to raise that scale.

2. Adverting also to the expediency of employing Native agency more extensively in the Education Department, it is not necessary to regulate the salaries of appointments below those in the classified scale of the Bengal Education Department with any special object of attracting to them gentlemen from English Universities.

3. The classified scale in Bengal does not embrace officers of lower grade than Assistant Inspectors of Schools and Professors in Colleges which are organized for training students for the B. A.

Degree of the Calcutta University. The Head Masters of High Schools which educate up to the standard of the First Examination in Arts, though they are eligible to appointments in the list, are excluded from it as Head Masters, and its benefits are denied also to Professors of Law who retain their practice at the Bar. These principles must be maintained in extending the Bengal scale to the remainder of the three Presidencies.

4. The annexed Schedule A shows the existing Educational appointments in the Madras and Bombay Presidencies, and in the North-Western Provinces, the Panjab, the minor Administrations in the Bengal Presidency, and the Berars, which come within the Bengal scheme of classified appointments. The Governor General in Council has determined to recommend to the Right Honourable the Secretary of State for India the revised salaries for those appointments which are shown in the Schedule.

5. For the appointment of Director the revised salaries may be summarized as follows, viz. :—

	Present Scale.			Revised Scale.			
	Minimum.	Maximum.	Years for reaching the Maximum.	Minimum.	Maximum.	Years for reaching the Maximum.	
	Rs.	Rs.					*N.B.*—All the revised salaries are exclusive of Travelling allowance. A.—Inclusive of Travelling allowance.
Bengal	2,000	2,500	10	2,000	2,500	10	
Madras	2,000	2,000	...	2,000	2,250	5	
Bombay	2,500	2,500	...	2,000	2,500	10	
N. W. Provinces...	A 2,000	A 2,000	...	2,000	2,250	5	
Panjab	1,500	1,500	...	1,500	2,000	5	
Central Provinces.	1,000	1,200	5	1,250	1,500	5	
Oudh	800	1,000	...	1,000	1,250	5	
Berar	1,000	1,500	...	1,250	1,500	5	
British Burmah ...	1,000	1,000	...	1,000	1,250	5	
Total.....	13,800	15,200	...	14,000	17,000	...	

6. The appointment in the Bombay Presidency having been vacated by Sir A. Grant, and a successor not having been permanently appointed, the Government of Bombay should be informed that the officer who may be permanently nominated will be limited to the

reduced scale of salary, should it be approved of by the Secretary of State.

1st Class.—Rs. 1,250 rising to Rs. 1,500 in three years, viz:—

1st year.....Rs. 50
2nd do. ..... „ 100
3rd do. ..... „ 100

2nd Class.—Rs. 1,000 rising to Rs. 1,250 in three years as above.

3rd Class.—Rs. 750 rising to Rs. 1,000 in four years, viz., Rs. 50 after end of first and second years, and Rs. 75 after end of third and fourth years.

4th Class.—Rs. 500 rising to Rs. 750 by an annual increase of Rs. 50.

7. The revised salaries of Inspectors, Principals, and Professors on the scale noted in the margin may be summarized as follow:—

	1st Class.	2nd Class.	3rd Class.	4th Class.	Total.
* Bengal		No change.			
Madras	1	2	5	5	13
Bombay	1	2	6	4	13
N. W. Provinces.....	1	1	3	8	13
Panjab.....	...	2	3	3	8
Central Provinces	...	...	2	1	3
Oudh	...	...	1	1	2
Berars	...	...	1	...	1
British Burmah	...	...	...	...	...
Total.....	3	7	21	22	53

9. In addition to the foregoing appointments, the Government of India will be prepared to allot two Professors in the 4th Class for the Elphinstone College, Bombay Presidency, on the Local Government giving effect to the retrenchments which were indicated in the Financial Resolution No. 2212 dated 27th August 1867, and to allow two Assistant Inspectors in the 4th Class for the same Presidency on the general revenues being relieved of the charge for Vernacular Schools of the Lower Grade, which was imposed on them in 1864 in the absence of an Educational Cess, but which should cease at the earliest practicable period, now that the cess is being levied in the Bombay Presidency.

11. The aggregate additional charge consequent on increasing the salaries of existing appointments to the extent above mentioned will be Rs. 52,512 yearly at the minimum, or Rs. 1,75,512 at the maximum.

	1st Class.	2nd Class.	3rd Class.	4th Class.	Total.
* The Bengal scale is	2	6	9	20	37

A.

(Referred to in Financial Resolution No. 100 dated 13th January 1869.)

	Present Scale.				Proposed Scale.			
	No.	Minimum.	Maximum.	Years for reaching Maximum.	No.	Minimum.	Maximum.	Years for reaching Maximum.
Madras Presidency.								
Director of Public Instruction	1	2,000	2,000	.....	1	2,000	2,250	5
Inspector, 1st Grade	2	1,000	1,250	5	1	1,250	1,500	3
Presidency College Principal		1,000	1,250	5	2	1,000	1,250	
Inspector, 2nd Grade	1	800	800	.....		1,000	1,250	
Inspectors	3	700	700	.....		750	1,000	
		700	700	.....		750	1,000	
		700	700	.....	5	750	1,000	4
Combaconum College Principal	1	700	700	.....		750	1,000	
		500	600			750	1,000	
Presidency College Professors	4	500	600			500	750	
		500	600	5		500	750	
		500	600		5	500	750	5
Ditto of Vernacular Literature	1	400	500	.....		500	750	
1 Extra Inspector of Schools	1	350*	350	.....		500	750	
Total	14	10,350	11,350	.....	14	11,500	15,000	.....
Additional Charge	...	.....	.....	.....	...	1,150	3,650	.....

* Besides 150 as Head Master.

Bombay Presidency.								
Director of Public Instruction	1	2,500	2,500	.....	1	2,000	2,500	10
Inspector, Senior	2	1,000	1,360	12	1	1,250	1,500	3
Principal, Elphinstone College		1,000*	1,300	12		1,000	1,250	3
Inspector, Northern Division	2	800	1,100	12	2	1,000	1,250	3
„ Southern Division		800	1,100	12		750	1,000	3
		500	800	12		750	1,000	4
Elphinstone College Professors	3	500	800	12	6	750	1,000	4
		500	800	12		750	1,000	4
Poona College Principal		700	1,000	12		750	1,000	4
„ Civil Engineering College ditto	2	1,000	1,000	.....		750	1,000	4
Assistant Inspector	1	500	800	12		500	750	5
		500	800	12		500	750	5
Poona College Professors	3	500	800	12	4	500	750	5
		500	800	12		500	750	5
Total.....	14	11,300	14,900	.....	14	11,750	15,500	.....
Additional Charge.....	...	.....	.....	.....	...	450	600	.....
North-Western Provinces.								
Director of Public Instruction	1	2,000	2,000	.....	1	2,000	2,250	6†
Inspector, 1st Circle	2	800	800	.....	1	1,250	1,500	3
„ 2nd Circle		800	800	.....	1	1,000	1,250	3
Carried over.....	3	3,600	3,600	.....	3	4,250	5,000	12

* Besides House-rent at Rs. 200 a month.

† Not specified in scheme.

	Present Scale.				Proposed Scale.			
	No.	Minimum.	Maximum.	Years for reaching Maximum.	No.	Minimum.	Maximum.	Years for reaching Maximum.
Brought over	3	3,600	3,600	.....	3	4,250	5,000	12
Principal, Agra College	1	700	700	.....	3	750	1,000	
„ Bareilly „	1	700	700	.....		750	1,000	
„ Benares „	1	700*	700	.....		750	1,000	
Inspector, 3rd Circle	...	350*	350	.....		350	350	4
„ Kumaon Circle	1	604†	604	.....		500	750	
Joint Inspector, 3rd Circle	1	500	500	.....		500	750	
Professor, Agra College	2	500	500	.....	8	500	750	
		500	500	.....		500	750	
„ Bareilly „	2	1,000	1,000	.....		1,000	1,500	5
„ Benares „	2	1,000	1,000	.....		1,000	1,500	
Total	14	10,154	10,154	.....	14	10,850	14,350	.....
Additional Charge	...	.....	.....	.....	...	696	4,196	.....
Panjab.								
Director of Public Instruction	1	1,500	1,500	.....	1	1,500	2,000	5‡
Inspectors	3	800	800	.....	2	1,000	1,250	3
		700	700	.....		1,000	1,250	3
		600	600	.....		750	1,000	
Principal, Lahore College	1	760	760	.....	3	750	1,000	4
„ Delhi „	1	660	660	.....		750	1,000	

* These are held by the Principal of the Benares College.
† Would increase on promotion to Major by Rs. 266-13-0.
‡ Not specified in scheme.

Inspector	1	500	500	.....	3	500	750	5
Professor, Delhi College	1	600	600	.....		500	750	
,, Lahore ,,	1	500	500	.....		500	750	
Total.....	9	6,620	6,620	.....	9	7,250	9,750	.....
Additional Charge.....	...	.....	.....	.....	...	630	3,130	.....
Central Provinces.								
Director of Public Instruction	1	1,000	1,200	5	1	1,250	1,500	3
Inspectors	3	800	800	.....	2	750	1,000	4
		500*	500	.....		750	1,000	
		500	500	.....	1	500	750	
Head Master, Saugor High School	1	400	400	.....	1	500	500	
,, Raipoor ,,	1	400	400	.....	1	500	500	.....
Total.....	6	3,600	3,800	.....	6	4,250	5,250	.....
Additional Charge.....	...	.....	.....	.....	...	650	1,450	.....
Oudh.								
Director	1	800	1,000	.....	1	1,000	1,250	3
Inspector	1	600	600	.....	1	750	1,000	4
,, Native	1	300	300	.....	1	500	750	5
Total.....	3	1,700	1,900	.....	3	2,250	3,000	.....
Additional Charge.....	...	.....	.....	.....	...	550	1,100	.....

* Present incumbent Rs. 1,600.

	Present Scale.				Proposed Scale.			
	No.	Minimum.	Maximum.	Years for reaching Maximum.	No.	Minimum.	Maximum.	Years for reaching Maximum.
Berars.								
Director of Public Instruction	1	1,000	1,500	.....	1	1,250	1,500	.....
Inspector	1	750	750	.....	1	750	1,000	.....
High School	...	.....	.....	.....	...	.....	.....	.....
Total	2	1,750	2,250	.....	2	2,000	2,500	.....
Additional Charge	...	.....	.....	.....	...	250	250	.....
British Burmah.								
Director of Public Instruction	1	1,000	1,000	.....	1	1,000	1,250	.....
Additional Charge	...	.....	.....	.....	...	.....	250	.....

Abstract.

	Present Scale.			Proposed Scale.			Increase in Strength.			Increase of Pay.		Total Additional Charges.	
	Number.	Minimum.	Maximum.	Number.	Minimum.	Maximum.	Number.	Minimum.	Maximum.	Minimum.	Maximum.	Minimum.	Maximum.
Bengal	...	...	...	...	No change proposed.								
Madras	14	10,350	11,350	14	11,500	11,500	...	...	...	...	...	1,150	3,650
Bombay	14	11,300	14,900	14	11,750	15,500	...	...	...	...	...	450	600
North Western Provinces	14	10,154	10,154	14	10,850	14,350	...	...	...	...	...	696	4,196
Panjab	9	6,620	6,620	9	7,250	9,750	...	...	...	...	...	630	3,130
Central Provinces	6	3,600	3,800	6	4,250	5,250	...	...	...	...	...	650	1,450
Oudh	3	1,700	1,900	3	2,250	3,000	...	...	...	...	...	550	1,100
Berars	2	1,750	2,250	2	2,000	2,500	...	...	...	...	...	250	250
British Burmah	1	1,000	1,000	1	1,000	1,250	...	...	...	...	...	...	250
Total	63	46,474	51,974	63	50,850	66,600	...	...	...	...	...	4,376	14,626

True copies.

(Signed) A. COWAN,

Assistant Secretary.

No. 2132 OF 1870-71.

Poona :
Office of the Director of Public Instruction,
24th September 1870.

To W. WEDDERBURN, Esq.,
Acting Secretary to Government, Educational Department.

SIR,—I have the honour to report, as directed in the Resolution of Government No. 439 of August 23rd, upon the revised scale of salaries proposed by the Government of India for the superior officers of the Educational Department in Bombay.

2. I have collected the opinions of the officers concerned. While they gladly welcome the general principle of these proposals as an improvement of their position, they have pointed out some unfavourable features in the scheme, which, as it was drawn up without any opportunity being given for local criticism, I now beg leave respectfully to bring to your notice.

3. In the first place I give below a statement which will show what the effect of the new scale would be if it were immediately brought into operation. You will observe that of the thirteen officers concerned (excluding the Director, respecting whom orders have already been issued) three would lose pay. Two of these are Inspecting Officers of long service, and I suppose that their right to their present rate of salary will be respected.

	Present actual pay.			Proposed pay, i.e. the salaries which will be drawn at once if the scheme is accepted.	Present Minimum.	Proposed Minimum.	Present Maximum.	Proposed Maximum.
	Salary.	Seniority allowance.	Total.					
Inspector, Central Division	1,000	300	1,300	1,500	1,000	1,250	1,300	1,500
Principal, Elphinstone College...	1,200	100	1,300	1,250	1,200	1,000	1,500	1,250
Inspector, Northern Division ...	800	200	1,000	1,250	800	1,000	1,100	1,250
Inspector, Southern Division ...	800	300	1,100	1,000	800	750	1,100	1,000
Assistant Inspector	500	300	800	750	500	500	800	750
Principal, Deccan College	700	200	900	1,000	700	750	1,000	1,000
Principal, Engineering College...	1,000	...	1,000	1,000	1,000	750	1,000	1,000
Professor, Elphinstone College ..	600	200	800	1,000	600	750	900	1,000
Ditto ditto ...	600	100	700	1,000	600	750	900	1,000
Ditto ditto ...	600	...	600	750	600	750	900	1,000
Professor, Deccan College	500	100	600	750	500	500	800	750
Ditto ditto	500	100	600	700	500	500	800	750
Ditto ditto	500	100	600	750	500	500	800	750
13	9,300	2,000	11,300	12,700	9,300	9,750	12,900	13,000

4. I next observe that the present pay of the Elphinstone College Professors is given as Rs. 500 rising to Rs. 800. But these Professors were appointed on Rs. 600, and by the rules in force receive seniority allowance at the rate of 300 rupees per mensem after twelve years' service, so that Rs. 600 should be shown as their minimum and Rs. 900 as their maximum pay. And it appears to me that the House Allowance, Rs. 200 per mensem, of the Principal of Elphinstone College, which is a substantial addition to his emoluments, should be shown as a part of the present charge.

5. By this computation the proposed minimum rate, including the Director on Rs. 2,000, is actually less than the present minimum by Rs. 50 per mensem, and the proposed maximum exceeds the present maximum (the Directors' pay being the same in both) by only Rs. 100 per mensem.

Minimum.
Present .....9,300+2,500=11,800
Proposed .....9,750+2,000=11,750

Maximum.
Present .....12,900+2,500=15,400
Proposed .....13,000+2,500=15,500

6. I beg leave to assume, however, in soliciting some modifications, that the Government of India is prepared to sanction an increase of Rs. 450 on the minimum and Rs. 600 on the maximum rate of present expenditure.

7. I now come to the general question of the allotment of graded appointments, and the distribution of the officers in the grades.

8. I must first be allowed to make this general remark. The scheme is an extension of the Bengal system to the other provinces, which are thereby to be put on an equality with Bengal. In a graded list of Bengal officers lately supplied to me, I find 37 Principals, Professors, and Inspectors placed in the grades, while 13, or very little more than one-third of that number, are admitted in Bombay. As the number of scholars under instruction in Bengal is not substantially greater than that in Bombay, the Bengal number is perhaps maintained with a view to some great extension of Education projected in the future, and I view it with satisfaction, because, until the ratio of Bengal to Bombay graded officers is greatly altered, no objection will probably be made to admit to the grades any new Professors appointed in Bombay. I remark this because the

Professor of Mathematics and the new Professor of Chemistry in the Poona Civil Engineering College have been omitted, perhaps by oversight.

9. Secondly, as to classification. It is proposed to place the Principals of the Bombay Colleges generally one grade lower than those of the Bengal Colleges. Indeed the Principals of two of the Bombay Colleges are placed a grade below certain of the Bengal Professors. If Bombay seeking a Principal for the Deccan College is able to offer only Rs. 750, while Bengal seeking a Professor for the Presidency College is able to offer Rs. 1,000, which is likely to obtain the better man? I respectfully ask why it has been determined to establish this permanent inferiority of one province to another. If there is any meaning in grades of rank and salary, the highest grades are to secure the highest quality of instruction, and it seems designed that Bombay and Madras should accept a lower standard of culture than Bengal. If Bengal has hitherto been superior to the other provinces in higher education, it is only the natural sequence of her monopoly of the highest grades of Educational Officers. But what inherent propriety is there in this monopoly?

10. I submit, therefore, that in common fairness to this Presidency, and on the simplest grounds of equity, the Principals of the Bombay Colleges should, by being raised a grade, be made equal to the Principals of the Bengal Colleges. As regards the Principal of Elphinstone College, if it is the intention of the Government of India that his present house allowance should continue, his salary in the 2nd grade would be minimum Rs. 1,200, maximum Rs. 1,450, and the cost of raising him to a higher grade without house allowance would be only Rs. 50 per mensem. The case of the other two Principals I will consider below.

11. With regard to the Professors, I observe that the Elphinstone College Professors are placed in the 3rd, and the Deccan College Professors in the 4th grade. To this inferiority the Deccan Professors take exception. The classification has very much the appearance of being designed to cover by the higher rate of salary the extra cost of living in Bombay. But, if so, where is the advantage of the higher grade? What is elsewhere a substantial advantage becomes in Bombay an empty honour, the extra pay being a mere compensation allowance for the higher cost of living.

12. This question of the cost of living has indeed a marked effect on the value of the offer of the Government of India in Bombay as compared with other provinces. Where a common scale of salaries is applied to several provinces, the rates of pay are really lowest in that province where the price of the people's food is permanently highest, and wages and all other expenditure consequently greatest. But I do not expect a special scale in favour of Bombay. I only point out a fact notorious to all inhabitants of this Presidency, that as the cost of living in this province is to the cost in other provinces, so is the cost of living in the city of Bombay to the cost of living at Poona or elsewhere.

Price of food according to a recent return.

	Seers per Rupee.	
	Wheat.	*Rice.*
Bengal	13 1/16	22 3/8
North-West Provinces	13	11 1/2
Bombay	8 1/2	7 1/2
Madras	...	14 1/2
Central Provinces	13	10 1/4

13. I submit that the extra cost of living in the city of Bombay is sufficiently tangible to justify an application for a special allowance to the Educational Officers who are posted there. This allowance should not be less than 100 rupees per mensem.

14. If this is granted, it seems to me that the best plan is to range all the Professors in one list, so that a Professor on arriving will have Rs. 500 per mensem, and will rise through Grade IV., by a yearly increase of 50 rupees, to Rs. 750. Promotion from the 4th to the 3rd grade should then take place when a vacancy occurs in the 3rd grade on joint considerations of seniority and merit, and the Professor will again rise after such promotion from Rs. 750 to Rs. 1,000 in four years.

15. I now have to consider the Inspectors. There are included in the grades three Inspectors and an Assistant Inspector. I beg leave, however, to appeal to the figures in the margin to show that four Inspectors are ur-

BOMBAY EDUCATIONAL DIVISIONS.

		Area. Sq. M.	Population.
1.	*Northern*—		
	British Districts	9,294	2,416,727
	Native States	58,276	4,984,399
2.	*Central and North-East*—		
	British Districts. North-East	24,034	2,076,276
	British Districts. Central	29,586	4,657,151
	Native States	5,290	565,693
3.	*Southern*—		
	British Districts	18,938	2,704,356
	Native States	7,784	1,108,676

NOTE.—It is not intended to be understood that the Inspector, Northern Division, visits the above vast area of Native States. Into some part he never goes, but he visits the greater portion when he can. I submit for consideration whether an Assistant Inspector, N. D., for Political Districts, might be appointed and paid by the States inspected.

gently required. Government are aware that a separate Division (called the North-East Division) has already been formed, and placed under the Assistant Inspector, who is already an Inspector in all but the name and salary.

16. Four Inspectors may, I think, suffice to carry on the work of the Presidency (exclusive of Sind). One of these has been placed in the 1st grade and one in the 2nd. I am of opinion that the two remaining Inspectors should be put on the same footing as I propose for the Professors, and rise as they do, through Grades IV. and III., by seniority and merit.

17. Some Educational Officers are desirous to separate the Inspectorships from the Tutorial Service. I would neither separate them entirely nor entirely amalgamate them. Sometimes a young member of the Civil Service may be found admirably qualified for the Inspector's duty, who will be glad to serve for some years on a salary rising from 500 rupees per mensem. Sometimes a Professor may be equally well qualified, and would hold the Inspectorship on the salary he draws according to his position in the grades. Where the total number of Educational appointments is so small, it is most important that access from one branch of Educational service to another should not be barred.

18. I now sum up, in the table below, the modifications I very respectfully solicit:—

Proposed amended distribution in Grades of the Bombay Educational Officers.

Grade.		Minimum.	Maximum.
1	Principal, Elphinstone College	1,250	1,500
	Senior Inspector	1,250	1,500
2	Principal, Deccan College	1,000	1,250
	Ditto Poona Civil Engineering College.....	1,000	1,250
	Inspector	1,000	1,250
	Carried forward.....	5,500	6,750

Grade.		Minimum.	Maximum.
		Rs.	Rs.
	Brought over.....	5,500	6,750
III.	Professor	750	1,000
	Ditto	750	1,000
	Ditto	750	1,000
	Inspector	750	1,000
IV.	Professor	500	750
	Ditto	500	750
	Ditto	500	750
	Inspector	500	750
		10,500	13,750
	Add—Director.....	2,000	2,500
	Total.....	12,500	16,250

The comparative effect will be as follows :—

	Present—see para. 5.	Proposed.	Increase now solicited.	Increase offered by Government of India.	Difference.
	Rs.	Rs.	Rs.	Rs.	Rs.
Minimum.....	11,800	12,500	700	450	250
Maximum	15,400	16,250	850	600	250

I ask, therefore, for an addition to the minimum and maximum increases offered by the Government of India of Rs. 250 per mensem only, or the sum required to place one Principal one grade higher.

19. I have to ask only two other favours: the first is a careful consideration of my request for Presidency allowance to Educational Officers in the city of Bombay, by which means alone a real gradation of Professors' salaries can be maintained; and the second is that the salaries of officers who are actually drawing more than is given by the new scale should not be reduced. These are only two, if my proposals are admitted, viz :—

	Years of Service.	Present Salary.	Salary by Scale.	Difference, less.
		Rs.	Rs.	Rs.
Inspector, Southern Division	12	1,100	1,000	100
Assistant Inspector, North-East Division	22	800	750	50

These officers have both advanced to their present salaries by long service, and are drawing the maximum rate of their appointments, including seniority allowance. The extra sum may therefore be treated as a personal allowance, which may possibly not be required for many years longer.

20. In conclusion I respectfully request that the decision of the Government of India on these modifications may be obtained as early as possible, as the settlement of this important question has long been anxiously expected by those who are so greatly interested in it.

I have, &c.,

J. B. PEILE,

Director of Public Instruction.

No. 554.

EDUCATIONAL DEPARTMENT.

Bombay Castle, 14th October 1870.

The Director of Public Instruction, No. 2132 dated the 24th September 1870.

With reference to Government Resolution No. 439 dated 23rd August last, reports upon the revised scale of salaries proposed by the Government of India for the superior Officers of the Educational Department in Bombay.

RESOLUTION.—This letter should be forwarded for the favourable consideration of the Government of India. This Government presume that, in accordance with the ordinary usage, it was not intended that the reduced rates of pay should affect existing incumbents.

In the transmitting letter special attention should be called to the unfairness of fixing a higher scale of salaries in Bengal than in Bombay or Madras for the performance of precisely similar duties, when the means of living in the former Presidency are far cheaper than in the latter. On this point, and on the necessity for a special allowance to Educational Officers serving in the city of Bombay, the concurrence of Government in the opinion of the Director of Public Instruction should be expressed in the plainest language suitable to the occasion.

W. WEDDERBURN,
Acting Secretary to Government.

To

THE DIRECTOR OF PUBLIC INSTRUCTION.
THE ACCOUNTANT GENERAL, BOMBAY.
THE GOVERNMENT OF INDIA. (By letter.)

No. 751.

EDUCATIONAL DEPARTMENT.

Bombay Castle, 22nd September 1871.

The Under Secretary to the Government of India, Home Department, No. 333 dated the 31st August 1871.

Forwards, in continuation of No. 325 dated the 21st instant, copy of a Resolution recorded by the Government of India in the Financial Department regarding the revision of salaries of Educational Officers in the Presidencies of Bengal, Madras, and Bombay, and the revised scale of the higher Educational appointments in Bombay, and adds that the statement giving the sanctioned scale of the higher Educational Officers in Bombay, which is referred to in the last paragraph, will follow.

RESOLUTION.—Copy should be forwarded to the Director of Public Instruction with reference to previous correspondence.

Copy of the statement will be forwarded on receipt.

W. WEDDERBURN,
Acting Secretary to Government.

To

The DIRECTOR OF PUBLIC INSTRUCTION.
The ACCOUNTANT GENERAL, BOMBAY.
(With copy to each of the above letter.)

No. 3008.

GOVERNMENT OF INDIA,
FINANCIAL DEPARTMENT.

Simla, 26th August 1871.

Read again Financial Resolution No. 100 dated 13th January 1869, regarding a revision of the salaries of Educational Officers in the Presidencies of Bengal, Madras, and Bombay.

Read the following documents regarding the revised scale of the higher Educational appointments in Bombay :—

Office Memorandum from Home Department No. 84 dated 24th February 1871 and enclosures.

Office Memorandum from Home Department No. 96 dated 28th February 1871 and enclosures.

Endorsement of the Home Department No. 107 dated the 4th March 1871.

Endorsement of the Home Department No. 114 dated the 7th March 1871.

Endorsement from Home Department No. 289 dated the 14th July 1871.

RESOLUTION.—The Governor General in Council observes that the proposal to enlarge the scale of salaries of Educational Officers in the Bombay Presidency beyond that sanctioned last year must be determined on its merits, and not on the supposition that there is a margin for further increase because the commencing pay of Professors of the Elphinstone College on the old scale was assumed at Rs. 500 instead of (as claimed in the correspondence) Rs. 600 a month.

The Government of India (see the Resolution in the Home Department No. 2447 dated 2nd April 1864) has never renounced the right of regulating the detail of the Elphinstone College establishment just as if it had been a Government institution. In that Resolution, which granted a seniority allowance to the Professors in the College, the then existing salary was stated to be Rs. 600 for one Professor, and Rs. 500 each for three other Professors, and the proposal sanctioned in the Resolution was that contained in Mr. Howard's Memorandum dated November 1862, which had the entire concurrence of the Honourable the Governor in Council, and which

asked for the seniority allowance as an increase to the substantive pay of Rs. 500 for each of the several full Professors in the Elphinstone College. The seniority allowance was sanctioned thus, in 1864, as an addition to the substantive pay of Rs. 500 for a Professor, and no subsequent sanction raised that pay to Rs. 600 a month.

Hence in Financial Resolution No. 2243 dated the 30th April 1867, which recited the salaries of Principals and Professors in the Elphinstone and Poona Colleges, the commencing salary of a Professor in each of the Colleges was stated to be Rs. 500 a month.

And again in para. 8 of Financial Resolution No. 2212 dated the 27th August 1867, regarding the revival of the Chair of History in the Elphinstone College, the pay of a full Professorship was stated at Rs. 500 a month with seniority allowance.

No weight, therefore, can be allowed to the plea that the pay of the Elphinstone College Professors was understated. Moreover, what was practically intended was to increase the Bombay scale to a par with the Bengal scale. Indeed the Bengal scale has been admitted to be actually unnecessarily high, so that it is really immaterial to inquire what the true original scale in Bombay was.

In the revision of February 1869 the Principal of the Poona College was graded on Rs. 750 rising to Rs. 1,000. Mr. Peile takes exception to this on grounds which the Government of India cannot admit: for Professors in the Presidency College, Calcutta, are graded with Principals of the rural Colleges, and the salary of the Principal of the Deccan College was properly fixed (in assimilation with the Bengal scale) at that of a Professor of the Presidency College. It is proposed, however, in the Home Department, that the Principal should be paid at Rs. 1,000 rising to Rs. 1,250, the additional expense of Rs. 250 involved in the proposition being met by the reduction of the salary of one Professor in the Elphinstone College from Rs. 750 rising to Rs. 1,000 to Rs. 500 rising to Rs. 750. This proposition is sanctioned.

The pay of the Principal, Elphinstone College, was fixed at Rs. 1,000 rising to Rs. 1,300, because he was allowed house-rent, but the Governor General in Council authorizes the raising of his pay to that of the Principal, Presidency College, Calcutta (Rs. 1,250 rising to Rs. 1,500), provided house-rent be given up.

The Governor General in Council is unable to allow the grant of any house-rent whatever to the Educational Officers in Bombay as

an addition to the revised scale of salary, for an inconvenient precedent would be created thereby.

The Home Department does not support the proposal of the Government of Bombay that the Professors of Chemistry and Mathematics in the Civil Engineering College, Poona, should be graded. In this view the Governor General in Council agrees.

The ordinary rule which governs the grant of annual increments is that in passing from a scale of fixed pay to one of progressive pay the officer affected must enter on the minimum of the revised scale unless his old pay may be more, in which case he enters on that and draws his first annual increase one year after. On the revision of the salaries of Educational Officers in Bengal this rule was relaxed to the extent of allowing past service on a salary *within a grade of the revised scale* to count towards periodical increments within that grade. Thus of two Professors on Rs. 400 and Rs. 500 respectively who may have served on those salaries for three years, the former began the revised scale simply on the minimum pay of Rs. 500, while the latter commenced on Rs. 500 *plus* the periodical increase for three years' service on Rs. 500. Similarly, a Principal on Rs. 600, or an Inspector on Rs. 700, who after four years' service on those salaries may have been graded on Rs. 750 rising to Rs. 1,000, began the revised scale on Rs. 750 without any periodical increase for his past service as Principal or Inspector.

In Bengal the salaries of Educational Officers had for some years previous to the revision been admitted to be insufficient, and on that account all their past service on a salary within a grade of the revised scale was allowed to count towards the periodical increments in the grade. The circumstances of the subsequent general revision of salaries are not precisely similar, but, the general insufficiency of those salaries having been admitted by the Government of India in the beginning of 1868-69, the Governor General in Council is pleased to allow service from 1st March 1868 on any salary within a grade of the revised scale to reckon towards the periodical increments in that grade, and the salary so reckoned may be paid from the beginning of 1870-71. Any payments which may have been made in excess of the amounts thus admissible should be recovered, while any payments which these orders involve in excess of the funds already provided should be met from the grant for Provincial Services, the Governor General in Council being unable to increase that

grant, which was fixed in accordance with the sanction as it existed when the grant was settled.

The Governor General in Council desires it to be pointed out to the Home Department that in some cases the salaries entered in the Statement forwarded with its Endorsement No. 289 dated the 14th May 1871 as admissible to the several Educational Officers exceed the sums allowable under the sanction of the Government of India.

The sanctioned scale of the higher Educational Officers in Bombay, as now fixed, is given in a Statement which is annexed.

ORDER.—Ordered that the foregoing Resolution be communicated to the Home Department, and the Accountant General, Bombay.

(Signed) R. H. HOLLINGBERY,
Assistant Secretary to the Government of India.

No. 333.

Copy forwarded to the Goverment of Bombay, in continuation of No. 325 dated the 21st instant. The Statement referred to in the last para. will follow.

By order,

(Signed) ARTHUR HOWELL,
Under Secretary to the Government of India.

HOME DEPARTMENT:
Education.
Simla, the 31st August 1871.

No. 800.

EDUCATIONAL DEPARTMENT.
Bombay Castle, 7th October 1871.

The Under Secretary to the Government of India, Home Department, No. 354 dated the 16th September 1871.

Forwards copy of the Statement which forms enclosure of the Financial Resolution of the Government of India No. 3008 dated 26th August last, sanctioning a revised scale of salaries for the Bombay Educational Staff, and, with reference to the letter from this Government No. 97 dated 14th October 1870, conveys the concurrence of His Excellency the Governor General in Council in the views of the Director of Public Instruction as to the principle on which the superior salaries of the Educational Services in Bombay should be graded.

RESOLUTION.—Copy should be forwarded to the Director of Public Instruction, in continuation of Government Resolution No. 754

dated 22nd instant. Copy should also be sent to the Accountant General.

(Signed) W. WEDDERBURN,
Acting Secretary to Government.

To

THE DIRECTOR OF PUBLIC INSTRUCTION.
THE ACCOUNTANT GENERAL, BOMBAY.
(With copy to each of the above letter.)

No. 354.

HOME DEPARTMENT:
Education.

From ARTHUR HOWELL, Esq.,
Under Secretary to the Government of India,
TO THE CHIEF SECRETARY TO THE GOVERNMENT OF BOMBAY.

Simla, the 16th September 1871.

SIR,—In continuation of the Endorsement from this Office No. 333 dated the 31st ultimo, I am directed to forward copy of a Statement which formed an enclosure of the Financial Department Resolution No. 3008 dated the 26th idem, sanctioning a revised scale of salaries for the Bombay Educational Staff.

2. With advertence to your letter No. 97 dated the 14th October 1870, I am desired to observe that His Excellency the Governor General in Council concurs with the views of the Director of Public Instruction as to the principle on which the superior salaries of the Educational Services should be graded. What is required is to establish two parallel and, as a rule, distinct Educational careers —one for the Tutorial branch of the Service, in which of course Professors would be included, and the other for Inspectors—each branch beginning and ending with appointments of equal value, so as to obviate the necessity of frequent interchanges from one line to another on promotion, without, however, absolutely prohibiting the transfer of any one who may have shown aptitude for the other branch. The senior Inspector and the senior Principal or Professor would thus stand in the same position for promotion to the Directorship if Government desired to Select a Director from the Educational Service.

I have, &c.,
(Signed) ARTHUR HOWELL,
Under Secretary to the Government of India.

(Enclosure to Financial Resolution No. 3008 dated 26th August 1871.)

	1869.		Recommended by Home Department.			Sanctioned by the Financial Department.		
	Minimum.	Maximum.	No.	Minimum.	Maximum.	No.	Minimum.	Maximum.
	Rs.	Rs.		Rs.	Rs.		Rs.	Rs.
1 Director of Public Instruction	2,000	2,500	1	2,000	2,500	1	2,000	2,500
1 Inspector, Senior	1,250	1,500	1	1,250	1,500	1	1,250	1,500
1 Principal, Elphinstone College	1,000	1,250	1	1,250	1,500	1	1,250	1,500
1 Inspector, Northern Division	1,000	1,250	1	1,000	1,250	1	1,000	1,250
1 Inspector, Southern Division	700	1,000	1	750	1,000	1	750	1,000
3 Professors, Elphinstone College— 3 at 750 to 1,000.	2,250	3,000	2 at 750 to 1,000 1 at 500 to 750	1,500 500	2,000 750	2 1	1,500 500	2,000 750
1 Principal, Poona College.....	750	1,000	1	1,000	1,250	1	1,000	1,250
1 Ditto Poona C. E. College	750	1,000	1	750	1,000	1	750	1,000
1 Assistant Inspector.....	500	750	1	500	750	1	500	750
3 Poona College Professors—3 at 500 to 750	1,500	2,250	3	1,500	2,250	3	1,500	2,250
Total.....	11,750	15,500	14	12,000	15,750	14	12,000	15,750
			1869	14— 11,750	15,500		*Plus* 2 additional Professors in the Elphinstone College at Rs. 750 rising to Rs. 1,000 each.	
			Recommended by Home Department	14— 12,000	15,750			
			Sanctioned in Financial Department	16— 13,500	17,750			

(Signed) R. H. HOLLINGBERY,
Assistant Secretary to the Government of India.

No. II.

No. 4715 OF 1869-70.

Bombay :
Office of the Director of Public Instruction,
7th March 1870.

To W. WEDDERBURN, Esq.,
Acting Secretary to Government, Educational Department.

SIR,—I have the honour to submit for the consideration of Government whether the Judges of the Civil Courts may not be requested to forward yearly to me, for inclusion in the Report on Public Instruction, a list of the Minors whose persons and maintenance are in charge of Guardians appointed by the Courts, with a description of the measures in force for the superintendence and control of the education of every such Minor under Sections 26 and 27 of Act XX. of 1864. The working of the Act as an Educational measure will thus be noted in the most convenient place. I am not aware that it is now noted at all.

I have, &c.,
J. B. PEILE,
Director of Public Instruction.

No. 4727 OF 1870.

JUDICIAL DEPARTMENT.

Bombay Castle, 7th December 1870.

Subject.	Resolution of Government.
Letter from the Director of Public Instruction, No. 4715 dated 7th March 1870—Submits for the consideration of Government whether the Judges of the Civil Courts may not be requested to forward yearly to him, for inclusion in the Report on Public Instruction, a list of the Minors whose person and maintenance are in charge of Guardians ap-	The suggestion of the Director of Public Instruction is a very good one, and orders should be issued that it be carried out. Mr. Peile should be informed that lists cannot be furnished to him in time to enter in the Report for 1869-70, but that the Judges have been instructed to furnish him with the required information at the close of the present official year. It

pointed by the Courts, with a description of the measures in force for the superintendence and control of the education of every such Minor under Sections 26 and 27 of Act XX. of 1864.	would be advisable, to secure uniformity, that he should furnish the District Judges and Senior Assistant Judges at detached stations with a form of Statement which will exhibit all the particulars which he desires to ascertain.

JOHN JARDINE,
Acting Under Secretary to Government.

To.

THE DIRECTOR OF PUBLIC INSTRUCTION.
THE DISTRICT JUDGES.
THE SENIOR ASSISTANT JUDGES.

No. III.

No. 2869 OF 1870-71.

Poona :
Office of the Director of Public Instruction,
7th December 1870.

TO THE CHIEF SECRETARY TO GOVERNMENT,
General Department.

SIR,—With reference to the Resolution No. 2251, General Department, of September 21st, 1870, which directed me to propose a set of Rules under which Certificates of Age may be issued to Candidates for the Civil Service from this Presidency, I have the honour to submit the following remarks and suggestions.

2. In the absence of any official Register of Births it is not possible to appoint any one documentary proof which all candidates should be required to produce, nor are any documentary proofs to be had which can be admitted as *primâ facie* conclusive evidence.

3. The horoscope is the usual document produced in Bombay, and probably throughout India. But the horoscope is not invariably prepared by any class, except perhaps Brahmins, and it is not always drawn out at or near the time of birth. It is also open to other objections. The child is mentioned in the horoscope by his astrological and not by his common name, and other evidence is necessary to identify him. And the use of horoscopes is a superstition.

4. Besides the horoscopes, there are often entries in the household books recording expenses on account of the Jata-Karma or ceremony performed after the birth, and on account of birth-day presents and various other ceremonies. The Hindus in Sind are reported to record every birth in the family books, which sometimes also contain horoscopes. Mahomedans record in the same way the expenses of the Bismillah.

5. There is thus a variety of possible documentary evidence which is all open to the same objection, that it is of a private nature and produced by the interested parties. If there is any design to misrepresent a boy's age, nothing is easier (to those to whom fraud is easy) than to produce a fictitious horoscope or account-book.

6. The only additional documentary evidence, which has also in some degree an official and public character, is found in the registers of Government Schools. The age at entrance and at the subsequent yearly examinations is here recorded. Experience will show how far these registers are complete for past years. In future they will be kept with special care.

7. It will then, I think, appear to Government that the date of birth will have to be treated as a fact to be proved in each case by such evidence as is forthcoming before such authority as may be best able to judge of the value of the proofs offered.

8. I would therefore suggest the following regulations:—

Candidates for admission to compete in England for the Indian Civil Service are required, before leaving India, to obtain a certificate of age signed by the Chief Secretary to Government.

In order to obtain a certificate, candidates are required to prove the date of their birth before the Magistrate of the district in which the candidate's family resides; or, if the family residence is in Bombay, before the Senior Magistrate.

Candidates will signify their desire to compete, not less than three months before the date on which they propose to go to England, to the Chief Secretary to Government, who will then forward each application, for the purpose of inquiry, to the Magistrate to whose district it belongs.

The Magistrate will call upon the candidate to appear and give evidence of the date of his birth within one month. He

will carefully examine into the value of the evidence given, and forward a summary of it, with certified copies of all documents tendered, and with his comments and opinion, to the Chief Secretary to Government.

The documentary evidence which the candidates may be expected to produce comprises—

The horoscope.

Family books.

Tradesmen's account-books, showing entries relating to the birth.

The record of admission in the Registers of the School in which the candidate was educated, and the record of the candidate's age at various periodical school examinations.

If the candidate has matriculated, a certified copy of his application to the Registrar in Form A.

Oral testimony of persons acquainted with the candidate's family, and others, will also be taken, and the candidate is required to comply, to the best of his power, with any requisition the Magistrate may make in order to clear up any doubt as to the purport of the documentary proofs.

If the Chief Secretary shall be satisfied by the papers submitted by the Magistrate that the candidate has stated the date of his birth correctly, he will issue a certificate declaring that the candidate has submitted the proofs of his birth to the Magistrate of the District, and has satisfied him that he was actually born on or about the date stated by him, viz., the day of 18 .

If the Chief Secretary finds reason to doubt that the candidate was born on the day asserted by him, the certificate will be refused, and the candidate will be unable to obtain admission to the Competitive Examination for the Indian Civil Service.

Any declaration of age made after the publication of these Rules on occasion of seeking admission to any University Examination, Educational Institution, or Government Office, or otherwise recorded in a formal and deliberate manner, will be taken as conclusive evidence in disproof of the subsequent

assertion by the same person that he is of a different age from that so declared or recorded.

I have, &c.,

J. B. PEILE,
Director of Public Instruction.

No. 3158.

Certificates of Age.

GENERAL DEPARTMENT.

Bombay Castle, 22nd December 1870.

Letter from the Director of Public Instruction, No. 2859 dated 7th December 1870—Submitting, with reference to Government Resolution No. 2251 dated 21st September last, a set of Rules under which Certificates of Age may be issued to Candidates for the Indian Civil Service from this Presidency.

RESOLUTION.—The regulations proposed by the Director of Public Instruction are approved of, and should be published.

2. A supplementary rule should be added, that where the date of birth has been formally registered in a Register kept by any public officer, an extract from the Register duly certified by the proper official shall be accepted as sufficient proof of the date of the birth. This will meet the case of Christians and others who may be able to produce certificates of baptism in which the name of the child and date of birth are recorded.

E. W. RAVENSCROFT,
Acting Chief Secretary to Government.

To

THE DIRECTOR OF PUBLIC INSTRUCTION.
THE EDUCATIONAL DEPARTMENT OF THE SECRETARIAT.
ALL MAGISTRATES, including Sind.
THE SENIOR MAGISTRATE OF POLICE, BOMBAY.
THE REVENUE COMMISSIONER, N. D.
THE REVENUE COMMISSIONER, S. D.
THE COMMISSIONER IN SIND.

No. IV.

No. 2167 of 1870-71.

Poona :
Office of the Director of Public Instruction,
27th September 1870.

To the Acting Secretary to Government,
Educational Department.

Sir,—On more than one occasion since the establishment of an Educational Department, Government has been pleased to call upon its Revenue and Judicial Officers to coöperate with and support the Inspectors. Valuable assistance has doubtless often been given, and this Department has had no occasion to complain of any obstruction or ill-will, but it has not hitherto been found easy to define with any precision the form in which support should be expected.

2. Since the establishment of an Educational Local Fund an opportunity for doing this has occurred. The Assistant Collector is President of the Local Fund Committee of the talookas of which he has charge, and it is his duty to consider the Educational requirements of these talookas and to bring them to notice.

3. On the other hand, the number of Primary Schools is increasing from year to year, and the Inspectors and Deputy Inspectors are called upon both to devote a greater amount of time to school examinations, and to undertake extended duties in noting suitable objects of expenditure and administering the local Educational Funds with justice and discretion.

4. The help and countenance of the Government Officers who are placed in charge of comparatively small areas, and are in constant and close connection with the people, is therefore becoming daily more important.

5. I venture to suggest, therefore, and I hope that the Revenue Commissioners will concur, that a few simple instructions might now be issued by Government for the regulation of this assistance.

6. It would probably be sufficient for the present to direct that every officer in charge of a talooka should visit once in each year every Primary School in his charge, and that a report of having

done this should be included in any annual report made by such officer to higher authority. I would not require Assistant Collectors to examine schools, but to note such points as the number in attendance, cleanliness, ventilation, discipline, local feeling about the school, school-house accommodation, &c.

7. To give effect to such observations, I would suggest that the Revenue Officer should be authorized to call upon the Deputy Inspector in whose charge the school is, to explain any irregularity or shortcoming which has attracted his attention. If the explanation seems to be unsatisfactory, or to call for Departmental notice, the Revenue Officer should forward it with his remarks to the Educational Inspector of the Division.

8. I have little doubt that some definite function of this kind will awaken in Junior Revenue Officers that interest in local education which they are certainly qualified to turn into useful action, and it will enable them to discharge with better effect the office of Presidents of the Talooka Committees, with which they are already invested by law.

I have, &c.,

J. B. PEILE,

Director of Public Instruction.

No. 2594.

Educational Matters.

GENERAL DEPARTMENT.

Bombay Castle, 27th October 1870.

Memorandum from the Secretary to Government, Educational Department, No. 538 dated the 8th October 1870—Transfers a letter from the Director of Public Instruction submitting for consideration certain suggestions for the regulation of the assistance the Junior Revenue Officers have on more than one occasion been called upon by Government to render to the Educational Department, with the view of awakeniug in them interest in local education.

RESOLUTION.—Copies to be forwarded to the Revenue Commissioners, Northern and Southern Divisions, for any observations they may have to offer.

2. The Commissioner in Sind is also requested to report how far Mr. Peile's suggestions can be carried out in that province.

H. E. JACOMB,
For Acting Chief Secretary to Government.

To

THE REVENUE COMMISSIONER, N.D.
THE REVENUE COMMISSIONER, S. D.
THE COMMISSIONER IN SIND.
(With copies of Mr. Peile's letter.)
THE EDUCATIONAL DEPARTMENT OF THE SECRETARIAT.

No. 597 OF 1870.

EDUCATIONAL DEPARTMENT.

Copy forwarded to the Director of Public Instruction for information.

By order, &c.,
W. WEDDERBURN,
Acting Secretary to Government.

Bombay Castle, 7th November 1870.

No. 89.

EDUCATIONAL DEPARTMENT.

Bombay Castle, 10th February 1871.

The Acting Chief Secretary to Government in the General Department, No. 185 dated the 18th January 1870—Transfers, for consideration and disposal, replies of the Commissioner in Sind, and the Revenue Commissioners of the Northern and Southern Divisions, to the Resolution passed by Government in that Department No. 2594 dated 27th October 1870, on the subject of the proposals of the Director of Public Instruction for regulating the assistance required of Junior Revenue Officers in matters of local education.

* RESOLUTION.—Copies of Mr. Peile's letter No. 2167 of 27th September last should be transferred to the Revenue Department for distribution to local officers.

2. The position of Revenue Officers in charge of districts gives them special facilities for stimulating the progress of education and

* Government (Resolution, Revenue Department, No. 5091, October 12th, 1871) has since appointed a form of Annual Report for the use of Assistant Collectors, in which, under VIII., Education, they will report the number of schools and school-houses in the talukas under their charge, the number of primary schools visited, &c.

examining into the state of Primary Schools, and Government are aware that a good deal has been done in this respect. And in consideration of the success which has attended these voluntary efforts Government will not now issue authoritative instructions on the subject. But local officers will regard this letter as an expression of opinion by the Head of the Educational Department of the manner in which their assistance can be most effectively rendered to the cause of Education. And Government will view with marked approbation the exertions of any officer who gives special attention to this particular duty.

3. The Director of Public Instruction should be requested to notice in his Annual Report the cases in which individual members of the Service have given effective support to his Department.

W. WEDDERBURN,
Acting Secretary to Government.

To

THE DIRECTOR OF PUBLIC INSTRUCTION.
THE GENERAL DEPARTMENT OF THE SECRETARIAT.
(With copy of the letter referred to.)
THE EDITORS' ROOM.

No. V.

No. 130.

EDUCATIONAL DEPARTMENT.

Bombay Castle, 24th February 1871.

The Officiating Secretary to the Government of India, Home Department, No. 60 dated the 11th February 1871—Forwards copy of the Resolution of the Government of India in the Financial Department relative to the aid to be afforded by the State towards the provision of the means of elementary education for the masses of the people.

RESOLUTION.—Copy should be forwarded to the Director of Public Instruction for information and guidance, with reference to Government Resolution No. 24 dated 14th January 1871.

W. WEDDERBURN,
Acting Secretary to Government.

TO THE DIRECTOR OF PUBLIC INSTRUCTION.
(With copy of the above Resolution.)

No. 60.

Extract from the Proceedings of the Government of India in the Home Department (Education), under date Fort William the 11th February 1871.

Read again Financial Department Resolution No. 3334 dated the 14th December last.

REMARKS.

As stated in paragraph 26 of the Resolution above quoted, the policy of the Government in matters connected with Education has been laid down in despatches from the Secretary of State, and the conditions on which grants-in-aid should be allowed to private institutions are prescribed in the rules sanctioned by the Government of India. These rules are not, however, quite clear as regards the aid to be afforded by the State towards the provision of the means of elementary education for the masses of the people.

2. The Governor General in Council therefore considers it desirable to explain on what principle it will be permissible to assign, from the sums allotted for Educational purposes, grants-in-aid to schools for primary education, and it will rest with the Local Governments, under the new system of financial control, to determine in what localities and to what extent such grants shall from time to time be made.

3. It has been repeatedly declared by the Secretary of State that it is a primary duty to assign funds for the education of those who are least able to help themselves, and that the education of the masses therefore has the greatest claim on the State funds. The Government of India desires to maintain this view, but the Grant-in-Aid Rules have in practice been found so unsuitable to Primary Schools that, except in special cases, such grants-in-aid are seldom sanctioned from the General Revenues. It has moreover been repeatedly affirmed that we must look to local exertion and to local cesses to supply the funds required for the maintenance of Primary Schools.

4. These standing orders may seem inconsistent, but they really are not so. The fact is that primary education must be supported both by imperial funds and by local rates. It is not by any means the policy of the Government of India to deny to Primary Schools assistance from Imperial Revenues; but, on the other hand, no sum that could be spared from those revenues would suffice for the work, and local rates must be raised to effect any sensible impression on the masses. This does not lessen the obligation of Government

to contribute as liberally as other demands allow, to supplement the sums raised by local effort. The true policy will be to distribute the imperial funds, so far as such funds are available, in proportion to the amount raised by the people from each district.

5. The amount at present allotted for Primary Education under the several Local Administrations is small, and it is not expected that the Local Governments will in any case diminish it. On the other hand, they will have full liberty to increase the allotment, either from retrenchments in other Services, or from savings in other branches of Education, and it is permissible to assign, from the Provincial Grant, funds in aid of schools mainly supported by contributions from local cesses or municipal rates. A rule, however, should be laid down that the State contribution is not to exceed one-half of the aggregate contributions from all other sources, or one-third of the total expenditure on education in the school concerned.

6. There will be no objection to special exception being made in the case of poor and backward districts, where the population is large, and the rate, owing to the poverty of the people, is insufficient to give the required quota. In such districts, in the interests of civilization and peace, some special efforts have to be made for the extension of primary education, without reference to local contributions.

7. It will also be within the discretion of the Local Governments to assign from the funds for Provincial Services building-grants for School-houses in aid of contributions from the proceeds of local rates, but with the same limitation as to the proportion of the Government grant, and subject to any further rules that may be in force in the Public Works Department.

Ordered that a copy of the above Resolution be forwarded to the Governments of Madras, Bombay, Bengal, the North-Western Provinces, and the Panjab, and the Chief Commissioners of Oudh and the Central Provinces, for information and guidance.

Ordered also that a copy be forwarded to the Financial and Public Words Departments for information.

(True Extract)

(Signed) A. D. HUME,

Officiating Secretary to the Government of India.

(True copy)

A. COWAN,

Assistant Secretary.

No. VI.

No. 2002.

Extract from the Proceedings of the Government of Bombay in the Revenue Department, dated 27th April 1871.

READ the following letter from J. B. Peile, Esq., Director of Public Instruction, to the Acting Chief Secretary to Government, No. 178 dated 14th April 1871, with accompaniments :—

As the new Educational Standards have now been sanctioned by Government, I am able to submit, as required by Government Resolution, Revenue Department, No. 754 of February 14th, a Code of Rules under which certificates qualifying for admission to the lower grades of the public service may in future be granted, and standards for both first and second class certificates.

2. Supposing that the first examination is held under these Rules in September next, there will probably be a temporary check to the issue of certificates, but I imagine that the supply of certificated candidates is ample for the present.

3. It might, however, be made a temporary Rule that any candidate who attains the age of twenty-five between September 1871 and September 1872 will be admitted to the examination in September 1872.

Amended Rules under which Certificates qualifying for admission to the lower grades of the Public Service will in future be granted by the Department of Public Instruction.

1. Candidates for certificates will be required to appear at an examination to be held every year at the head-quarter station of each collectorate in September, or as soon after as travelling is possible. The date of the examination will be notified by the Collector in each district three months before the examination.

2. The Educational Inspector of the Division to which the district belongs will superintend the examination, and will appoint

the Examining Committee, which will consist of a President and two Members, to be selected from such officers of the Educational Department as are available, *e.g.*, Deputy Inspectors, and Head Masters or First Assistant Masters of High Schools, or Principals of Training Colleges.

3. The examination for a first class certificate for admission to the lower grades of the public service will be held according to the new Anglo-Vernacular Standard V., as modified below, and with the classics omitted: and the examination for a second class certificate for admission to the lower grades of the public service will be held according to the new Vernacular Standard VI. Candidates must pass these standards according to the Rules of the Department of Public Instruction.

4. Every candidate must, before he is admitted to the examination, satisfy the Committee that he has completed his seventeenth year but has not completed his twenty-fifth year.

5. A first class certificate qualifies for admission into either English or Vernacular Offices. A second class certificate qualifies for admission to Vernacular offices only. Each first class certificate must bear the holder's signature in English characters, and each second class certificate must bear the holder's signature in Vernacular characters.

6. The Director of Public Instruction will publish annually in the *Government Gazette* a list of candidates who pass for certificates according to each standard. The names will be arranged in each district in order of merit, and the marks obtained will be shown opposite each name.

7. Certificated candidates will not be admitted to the public service until they have completed their eighteenth year. Certificated candidates appointed to the public service will enter it subject to the condition of passing any special examination required in the Department to which they are appointed.

8. From the date of the publication of these Rules, no more certificates will be awarded in Government Schools by Inspecting Officers at the time of annual examination.

Anglo-Vernacular Standard V. (modified), which qualifies for a First Class Certificate.

Maximum of Marks.	
	1*st Head.*—Mathematics—
40	(*a*).—Arithmetic, complete.
30	(*b*).—Euclid, Book I.
30	(*c*).—Algebra, 4 Rules Integral.
	2*nd Head.*—Vernacular—
50	(*a*).—A Standard Vernacular Prose author not previously read (about 300 pages). Complete and scholarly knowledge of Vernacular Grammar as in a larger text-book.
50	(*b*).—Written Translation of ten lines from the book read into Vernacular. Composing a report on a given subject (current hand). Writing to be considered.
	3*rd Head.*—History and Geography—
50	(*a*).—Universal History, and general review of History under previous standards, *i. e.*, History of the Province, History of India, and Outline History of England.
50	(*b*).—Geography to illustrate the History. Use of the Globes. Outline Map of any country of Europe or Asia. Map-drawing of India, with latitude and longitude.
	4*th Head.*—English—
40	(*a*).—Reading English Classics, 150 pages of Prose and 600 lines of Poetry—200 by heart, with explanation and parsing. Easy questions in Analysis of Sentences, as in Morell, Part I., and Etymology.
30	(*b*).—Written Translation of a passage from a newspaper. Specimens of writing, as in a fair note-book, to be shown.
30	(*c*).—Writing an English letter, private or official, or making an abstract in English of an easy story clearly read or told.

Maximum of Marks.

Vernacular Standard VI., which qualifies for a Second Class Certificate.

40 1*st Head.*—(1).—Arithmetic, complete.

30 (2).—Euclid, Book I.

30 (3).—Native Accounts.

100 2*nd Head.*—(*a*).Reading whole of highest Departmental Book with understanding of subject-matter. Declensions, conjugations, and syntax as in a smaller grammar. Easy questions on prosody and etymology. Poetry (by heart) of reading-book to be understood and repeated.

50 (*b*).—Reading rough official papers in current hand with fair fluency. (The examiner to make allowance for bad writing.)

100 3*rd Head.*—Writing in current hand an abstract, or report, or letter on some story or incident read or told by the examiner.

75 4*th Head.*—(*a*).—Revision of the History of India, complete, with some information about the system of government. Short Universal History.

(*b*).—In addition to the Geography of previous standards, General Geography, and Elements of Physical Geography, including explanation of terms used of Terrestrial Globe, such as Equator, Poles, Tropics, Latitude, Longitude; of Natural Phænomena, *e.g.*, Seasons, Night and Day, Eclipses, Tides, Climate, Rain, Dew, &c. An Outline Map of India, with any Presidency, large Province, or Native State defined, or with mountains, large rivers, and towns marked as named by the examiner.

N.B.—The Inspector may allow, instead of half the reading-book, an equivalent portion of any standard vernacular prose work of equal or greater difficulty to be read.

To pass for a certificate a candidate must obtain one-third of the marks assigned for each head, and one-fourth of the marks assigned for each sub-head of the standard under which he is examined.

RESOLUTION.—The amended Rules are approved, and are to be published in the *Government Gazette*.

2. Candidates who may attain the age of twenty-five between September 1871 and September 1872 are eligible for examination in September 1872.

Ordered that copies of the above be forwarded to—

The DIRECTOR of PUBLIC INSTRUCTION,

The COMMISSIONER in SIND,

The REVENUE COMMISSIONER, N. D.,

The REVENUE COMMISSIONER, S. D.,

The COMMISSIONER of CUSTOMS, SALT, and OPIUM,

The SURVEY and SETTLEMENT COMMISSIONER, N. D.,

The SURVEY and SETTLEMENT COMMISSIONER, S. D.,

The COLLECTOR OF BOMBAY,

The SUPERINTENDENT of STAMPS,

The REGISTRAR GENERAL of ASSURANCES,

The CONSERVATOR of FORESTS,

The DEPUTY CONSERVATOR in charge FORESTS, S. D.,

The COTTON COMMISSIONER; OFFICIATING INSPECTOR-IN-CHIEF, COTTON DEPARTMENT; and SUPERINTENDENT, DHARWAR FACTORY,

THE ACCOUNTANT GENERAL,

All DEPARTMENTS of the SECRETARIAT.

F. S. CHAPMAN,
Chief Secretary to Government.

APPENDIX F.

LETTERS, CIRCULAR ORDERS, &c., ISSUED BY THE DIRECTOR OF PUBLIC INSTRUCTION.

No. I.

(Not yet sanctioned by Government.)

GRANT-IN-AID RULES FOR THE PRESIDENCY OF BOMBAY.

Part I.

Grants-in-Aid according to Results.

1. School Managers who may be desirous of receiving aid from the State on account of any school which has not been previously registered in the Office of the Director of Public Instruction must apply for registration at least six months before the commencement of the official year in which they wish the school to be examined.

N.B.—The official year commences on the 1st April and ends on the 31st March.

2. Application for registration of schools under recognized management may be made once for all, being accompanied by a Statement in the form of Schedule C I. Application for registration of Private Schools must be renewed annually, and must be accompanied by a Statement in the form of Schedule C II.

3. Schools are divided into (*1st*) European and Eurasian, (*2nd*) English-teaching, (*3rd*) Anglo-Vernacular, (*4th*) Vernacular. No school can be registered as European and Eurasian unless at least four-fifths of the pupils are of European or Eurasian parentage. Portuguese Schools in which English is taught may be returned, at the option of the Managers, either as "English-teaching" Schools or as "Anglo-Vernacular" Schools, according to the teaching adopted in them.

4. All registered schools will be examined once during the official year by a Government Inspecting Officer, who will give notice to the Managers beforehand of the probable time of examination.

5. Provided that if the Inspecting Officer, on his visit, shall consider the arrangements of any school to be palpably defective as regards accommodation, registry of attendance, or otherwise, he may decline to examine, forwarding, however, a full report of his reasons for so declining to the Director of Public Instruction and to the School Managers.

6. The number of pupils presented for examination must in no case exceed the average number in attendance daily during the previous twelve months, and no pupil will be examined who has not actually attended the school for at least 75 days during the twelve months immediately preceding the examination, or who has already been examined at any other Aided School during the current official year.

7. No pupil will be examined, or have his attendance counted in calculating the average attendance, who is below six or above twenty-two years of age.

8. The Inspecting Officer will examine the pupils presented to him according to the standard under which they are presented (*see* Schedule A), and will furnish the Managers with a certificate of the number of pupils passed by him under each head, and of the number entitled to capitation.

9. It is to be understood that no pupil can be examined at any inspection under the heads of more than one standard. To pass under any head a pupil must obtain one-third of the aggregate marks given for that head, and one-fourth of the marks assigned to each sub-division of that head.

10. Any pupil who may have passed under not more than two heads of a standard may be presented in the subsequent year under the heads in which he failed or omitted to pass, in lieu of being presented under a higher standard.

11. After each examination the Managers should forward to the Educational Inspector an abstract for the amount to which they are entitled under the standards of Schedule B (except the Matriculation Standard), accompanied by the certificate mentioned in Rule 8.

N.B.—Grants will be liable to lapse if not claimed within one month of the date of the Inspector's certificate.

12. Grants for Matriculation will be awarded only when the boys who have matriculated have attended the school which applies for the grant for at least 250 days during the eighteen months immediately preceding the examination. Applications on this account should be forwarded to the Inspector of the Division by the Managers immediately after the Matriculation Examination, accompanied in each case by a copy of the University Registrar's certificate, and an authenticated statement of the boy's attendance at the school. Grants for matriculated pupils will be reduced by any sums granted on account of the same pupils during the same official year.

13. Managers of Colleges or other Institutions recognized by the University may, after registration under Form C III., obtain grants under the following conditions for pupils who pass the F.A. and B. A. Examinations :—

(*a*) No grant can be allowed for passing F.E.A. for any pupil who is not certified to have kept four terms in the institution applying for the grant.

(*b*) No grant can be allowed for passing B.A. Examination for any pupil who is not certified to have kept six terms in the institution applying for the grant.

14. Applications for grants for passing the F.A. and B.A. Examinations must be forwarded to the Director of Public Instruction within one month after the date of passing, accompanied by a reference to the list of passed candidates in the *Government Gazette* in which the pupil's name has been published, and a copy of the certificate under Form D or F (in the University Calendar) which was furnished to the University on behalf of the pupil.

15. Schools receiving aid from the State otherwise than on the system of payments for results cannot, unless they elect to renounce such aid, obtain any grant under these rules. But this proviso does not affect the allowances made by the State for soldiers' orphans.

16. If it can be proved that a school has been established where there is an urgent demand for such a school, and under peculiar difficulties, Government will sanction a grant of half the net expenditure on instruction in the first year after establishment, instead of the usual grant by results, provided that the Examination held in the usual form for Aided Schools is satisfactory to the Inspecting Officer.

PART II.

Grants in aid of Salaries.

1. In addition to the grants-in-aid according to results, grants in aid of the salaries of Assistant Teachers will be made to Aided Schools of the High School class (that is, to schools which have matriculated pupils within the last two years, and in which *bonâ fide* classes are under instruction in the subjects of the Matriculation and next lower standards) under the following regulations :—

(*a*) The Head Master shall be a graduate of an European or Indian University, or shall be adjudged qualified by education and manners to conduct a school of the High School class.

(*b*) Every Aided Assistant shall be proved to have received in wages, for one year previous, at least the equivalent of the grant made on his account : and he shall have been *bonâ fide* employed in the school as a full-time teacher throughout the year previous, under an agreement to be shown to the Inspector.

(*c*) The Head Master shall certify that every Aided Third Class Assistant in the school has received not less than three hours per week of special instruction in the art of teaching or in some suitable branch of study, from a competent teacher.

(*d*) The Educational Inspector, at the time of examining the school, shall, if he thinks proper, examine any Aided Third Class Assistant according to the Matriculation standard, or call upon him to give a lesson in his presence, and may, if he thinks necessary, disallow the grant to him on account of inefficiency, recording his reasons.

2. Under these regulations, grants shall be made in aid of salary of Assistant Teachers, in the proportion of one Teacher to every thirty boys after the first thirty in average attendance, at the following rates :—*

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* NOTE.—Claims to grants on account of Assistant Teachers not educated in India and not matriculated in an Indian University will be decided by the Director of Public Instruction on the merits of each case.

For First Class Assistants, who have attained the B. A. degree, a grant not exceeding .....Rs. 40 per mensem.
Second Class Assistants, who have passed the F. A. Examination..... „ 30 „
Third Class Assistants, who have passed the Matriculation Examination ..... „ 10 „

Provided that—

(1). The total grant (by results and in aid of salaries) shall not exceed $\frac{3}{5}$ths of the expenses of the school on instruction only, calculated at the rate of Rs. 75 per annum per pupil presented for examination in European and Eurasian Schools, and Rs. 50 per annum per pupil presented for examination in Anglo-Vernacular Schools.*

(2) If the grant-in-aid according to results shall fall short of half of the grant which might have been obtained by results if all the pupils presented had passed in all heads, no grant in aid of salaries shall be made.

3. *Female Teachers.*—Grants will be made to female teachers not under sixteen years of age who hold a certificate of the Educational Department, in the proportion of one female teacher to every thirty girls after the first thirty in average attendance, and subject to the conditions (*b*) (*c*) (*d*) of Rule 1 above. A female teacher's certificate, qualifying for the grant to third-class male assistants, may be obtained by passing in all the heads (except the second or classical language) of European Standard VIII. or Anglo-Vernacular Standard V. at the Inspector's Examination of a Government or Aided School. After two years of continuous approved service as teacher the certificate may be raised, on the Inspector's recommendation, from the third to the second class, and after a further similar period from the second to the first class. Certificates of the first and second class will qualify the holders for the rate of grant allowed for first and second class male teachers respectively. No grant will be paid except it be preceded by continuous approved service for one year or since the last examination.

4. All schools or other institutions receiving aid from the State under the above rules will be required to furnish all returns called for by the Government of India.

* NOTE.—That is, the maximum rate of grant will be Rs. 30 per head in European and Eurasian Schools, and Rs. 20 per head in Anglo-Vernacular Schools.

5. It is to be clearly understood that grants cannot be claimed under the above rules irrespective of the circumstances of the case and the limits of the sum at the disposal of Government. Should a grant be in any case refused, the reasons for refusal will be communicated to the applicants, and will also be published in the Administration Report of the Educational Department.

PART III.

Grants in aid of School-Buildings.

1. Grants may be made for School-buildings for Europeans or Eurasians according to the provisions of Lord Canning's Minute of October 1860, as sanctioned by the Secretary of State's Despatch, No. 3 of January 16th, 1861, which undertook—

(1) That to the sum collected from private subscriptions as a Building and Foundation Fund an equal sum be added by the Government.

(2) That if the school be built where ground is at the disposal of Government the ground be given.

2. For other school-buildings not considered in Lord Canning's Minute—

(1) A grant of money may be made not exceeding the sum raised by private subscriptions as a maximum, and of such amount within the maximum as shall seem proper to the Local Government after reviewing the circumstances of each case.

(2) If the school is to be built where ground is at the disposal of Government, a site may be granted by Government, which may either be additional to the grant of money, or counted at the Government valuation as a part of that grant, as the Local Government may decide.

3. The following conditions shall apply to every grant in aid of a school-building :—

(*a*) Private subscriptions may be in money, building-materials, labour, or land for a site. The quantity of materials, labour, or land shall not be in excess of what is required for the building, and shall be valued by Government for the purposes of the grant.

(*b*) Additions to school-buildings which substantially increase the area of rooms available for school purposes shall be considered to be new buildings within the meaning of these rules.

(*c*) Before any grant is promised, the applicants shall prove to the satisfaction of the Local Government that the proposed building is for a public object, is required in the locality where it is designed to build it, and is to be devoted wholly to education, and in part to secular education.

(*d*) Every application for a Government site shall be accompanied by a ground-plan drawn to scale, and certified by the Government officer in charge of the land. Every application for a building-grant shall be accompanied by complete plans and estimates, by a statement of the means relied upon for completing the building, and by a declaration signed by the applicants that the sum to be supplied from private subscriptions has actually been raised and is available. All such plans and estimates will be first forwarded for the report of the Public Works Department, and must be declared satisfactory by that Department before any grant can be guaranteed, and the plans and estimates shall be finally recorded in the Public Works Department.

(*e*) Government will not be bound to make grants in aid of school-buildings in excess of the Budget allotment of the year for that purpose. Applications for grants exceeding Rs. 1,000 must be made to Government, through the Director of Public Instruction, six complete months before the beginning of the Financial year (April 1st to March 31st) in which the grant is required, so that special provision may be made for them in the Educational Budget Estimate of the said financial year.

(*f*) Grants in aid of school-buildings not exceeding Rs. 1,000 may be made by the Director of Public Instruction, from either the grant for minor school-buildings or the provision for grants-in-aid. Grants above Rs. 1,000 will be made by the Local Government.

(*g*) Grants in aid of buildings will be disbursed, one-half when half of the construction is executed, and the rest on the completion of the building, when it shall have been certified by the nearest Government Executive Engineer that the work has been well and truly completed according to the plan submitted, and by the Managers that they have funds sufficient, with the Government grant, to pay the whole cost of the building.

(*h*) No grant-in-aid shall be paid, nor any Government site made over, until a deed or deeds shall have been executed by the Managers of the school, or their lawful representatives, and approved by the Local Government, providing for the legal ownership of the premises, for the proper maintenance of the building, for the management of the school, and for its inspection by the Government Inspector; and also providing, in case the building be not completed within a time to be fixed in the deed, and also in case the building shall at any time cease to be used for the purpose of secular education, or if the school shall be withdrawn from inspection by the Government Inspector, that the site, with the buildings on it, shall revert to Government, who shall either restore it on repayment of any grant-in-aid paid, and of the value, as settled by arbitration, of any site given by Government, or shall have the option of purchasing the premises at a price fixed by arbitration, from which any grant made, and the value of any site given by Government for the same, shall be deducted.

(*i*) Grants may be made as a special case in aid of the purchase, instead of the construction, of school-buildings, subject to such of the above conditions as are applicable to the case.

(*k*) Government does not pledge itself to make any grant in aid of the building of Colleges, Libraries, Boarding-houses, or Gymnasia, but applications may be separately submitted, and each will be dealt with on its own merits.

No. 2.

SCHEDULE A.

STANDARDS OF EXAMINATION.

I. STANDARDS FOR EUROPEAN AND EURASIAN AND FOR ENGLISH-TEACHING SCHOOLS.

Standard I.

Maximum of marks.	
100	1*st Head.*—Arithmetic. Multiplication Tables to 1 Notation and Numeration up to 1
100	2*nd Head.*—Reading easy child's book.
100	3*rd Head.*—Writing words of one syllable on

Maximum of marks.

Standard II.

100 1*st Head.*—Arithmetic. 4 Simple Rules, easy sums in 3 figures.

100 2*nd Head.*—Reading, with understanding of the part read and of meaning of words, easy narrative (such as Edgeworth's Early Lessons): Parts of Speech to be named.

100 3*rd Head.*—Writing large hand: a full copy-book to be submitted.

100 4*th Head.*—Map of Europe. Countries and Capitals to be pointed out.

Standard III.

100 1*st Head.*—Arithmetic. Four Compound Rules, Reduction.

75 2*nd Head.*—(*a*) Reading, with Explanation and Parsing, plain narrative (as in Chambers's Moral Class Book).

25 (*b*) Repetition of easy Poetry: not less than 100 lines to be brought up.

50 3*rd Head.*—(*a*) Writing text or fair small hand: a full copy-book to be shown.

50 (*b*) Writing to Dictation 5 lines from the book read.

50 4*th Head.*—(*a*) History of England as in Henry's Child's Book.

50 (*b*) Geography. Add to that in Standard II. elementary knowledge of the Physical and Political Geography of the British Isles.

Standard IV.

Head.— Arithmetic. Add to that in Standard III. Simple Proportion and Vulgar Fractions.

Maximum of marks.

2nd Head.—English.

75 (*a*) Reading, with Explanation and Parsing, not less than 300 pages of easy Prose (*e.g.* Robinson Crusoe, Gulliver, Southey's Nelson), the portions to be selected by the School Managers.

25 (*b*) Repetition of Classical Poetry: not less than 200 lines to be brought up.

50 *3rd Head.*—Writing to Dictation in current hand a passage not before seen: Spelling, Handwriting, and Grammar to be considered.

50 *4th Head.*—(*a*) History, Outlines of Indian History.

(*b*) Geography. Add to that in Standard III. Map of Asia, general elementary knowledge of the Physical and Political Geography of India.

Standard V.

100 *1st Head.*—Arithmetic. Add to that in previous standards Practice, Simple Interest, Compound Proportion, Decimals.

2nd Head.—English.

75 (*a*) Reading, with explanation, 200 pages of Prose (such as Vicar of Wakefield, or Rasselas), and 600 lines of Poetry (such as Pope or Goldsmith). Questions in Parsing and common Rules of Syntax to be answered.

25 (*b*) 300 lines of the Poetry to be said by heart.

50 *3rd Head.*—Writing from memory the substance of a short story or narrative read out twice by the Inspector: Spelling, Handwriting, and Grammar to be considered.

50 *4th Head.*—(*a*) History of England, especially the Modern period, complete, with Maps.

Maximum of marks.		
50	(*b*)	Geography. General knowledge of the Map of the World, with Physical and Political Geography of Countries in Europe. An Outline Map of any European Country to be drawn.

Standard VI.

100	1*st Head.*—(*a*)	Arithmetic. Add to that in previous Standards Compound Interest, Discount, Stocks, Profit and Loss.
	(*b*)	Euclid, 26 propositions.
	2*nd Head.*—English.	
75	(*a*)	Reading, with knowledge of meaning of part read, 300 pages of Prose (Lamb, Johnson, Goldsmith), and 1,000 lines of Poetry (Pope, Goldsmith, Scott). Questions in Parsing and Syntax, in the Analysis of Simple Sentences, and easy Etymology, to be asked.
25	(*b*)	400 lines of the Poetry to be said by heart.
50	(*c*)	Writing a letter on a simple subject.
50	3*rd Head.*—(*a*)	History of India, especially the Modern period (from A. D. 1500) with general knowledge of countries historically connected with India.
50	(*b*)	Use of the Globes. General knowledge of the Physical and Political Geography of Europe, Asia, America, and particular Geography of India and the adjoining countries. An Outline Map to be drawn with lines of latitude and longitude.
100	4*th Head.*—	Second Language, *i.e.*, either Latin, Sanskrit, French, German, or any local Indian Vernacular. Translation *vivâ voce* into English from a First Reading Book, and repeating the

Maximum of marks.

Declensions and Conjugations in the Classic or Modern European languages; *vivâ voce* Translation, with easy Parsing, from Fourth Marathi (Fifth Gujarathi) Reading Book, or a Hindustani book of equal difficulty.

Standard VII.

100 1*st Head.*—Arithmetic. Add to that in previous standards Square and Cube Root: Mensuration; Euclid, Book I.; Algebra, 4 Rules Integral.

2*nd Head.*—English.

75 (*a*) Reading, with explanation of the meaning of the part read, 300 pages of a classic author (as Macaulay, Goldsmith), and 1,500 lines of Poetry (as in Milton, Cowper). Questions in Grammar, Analysis of Sentences, Etymology.

25 (*b*) 500 lines of the Poetry to be said by heart.

50 (*c*) A short Essay to be written.

50 3*rd Head.*—(*a*) History of Greece, or Outlines of Universal History (Ancient).

50 (*b*) Geography. Add to that under Standard VI. Geography to illustrate the History.

4*th Head.*—Second Language. Latin, Sanskrit, French, German, or any local Indian Vernacular.

50 Translation. } Classical Language, to the same amount as
50 Grammar. } is specified in Anglo-Vernacular Standard V. In Modern European Languages, a Second Reading Book, with Grammar to correspond. In Vernacular, the Fifth Book of the Marathi Series (Sixth Gujarathi), or an analogous book in Hindustani: Grammar to correspond.

Standard VIII.

100 1*st Head.*—Arithmetic, complete. Euclid, Books I. and II., with simple deductions. Algebra—Fractions, Greatest Common Measure, Least Common Multiple, Square and Cube Root.

Muximum of marks.

2nd Head.—English.

75 (*a*) 3,000 lines of English Poetry, with understanding of the meaning, and answers in Grammar, Etymology, and Prosody.

25 (*b*) 500 lines of the Poetry to be said by heart.

50 (*c*) A Paraphrase of 10 lines, or an Essay, to be written.

50.—*3rd Head.*—(*a*) History of Rome, or Outlines of Universal History (Modern).

50 (*b*) Geography. Add to that in Standard VII. Geography to illustrate the History.

4th Head.—Second Language. Latin or Sanskrit, French or German, or any local Indian Vernacular.

50 Translation. } Latin or Sanskrit as in Anglo-Vernacular
50 Grammar. } Standard VI. In Modern European languages an easy author, with Grammar. In the Vernacular the Sixth Book of the Marathi Series (Seventh Gujarathi), or analogous book in Hindustani: Grammar to correspond.

N.B.—By Girls the following may be brought up as an alternative of the Euclid and Algebra under Standards VI., VII., VIII.:—

50 Any portion of Science, treated in a popular way, equal in amount and difficulty to about half of "The Chemistry of Common Things" by Macadam (Nelson's School Series), or of one of the treatises on science in Chambers's Educational Course.

Standard IX.—Matriculation.

II.—STANDARDS FOR ANGLO-VERNACULAR SCHOOLS.

Standard I. (succeeding Vernacular Standard IV.)

1st Head.—Arithmetic (6).

100 Arithmetic of Vernacular Standard IV. with harder examples.

Maximum of marks.

2nd Head.—Vernacular (8).

60 (*a*) Reading whole of the 5th Book of the Departmental Series, with understanding of the part read, and meaning of words. The Poetry to be understood and repeated. Parsing. The Grammar of Vernacular Standard V. Easy questions in Etymology.

40 (*b*) Writing to Dictation, in fair Balbodh, 5 lines of the book read: full writing-book to be shown (Modi small hand).

3rd Head.—History and Geography (5).

50 (*a*) Add to History of *Maharashtra, the History of India, Mahomedan period.* The History to be read with Maps.

50 (*b*) Add to *Map of India, Map of Asia,* with general information as in Vernacular Standards III. and IV.

4th Head.—English ($10\frac{1}{2}$).

50 (*a*) Reading the First Departmental Reading Book, or any similar book, with oral translation into Vernacular. The meaning to be understood.

25 (*b*) Spelling 5 words in the book read. Marathi equivalents to be written.

25 (*c*) Writing easy words in large hand. Filled copy-book to be shown.

Standard II.

100 *1st Head.*—Arithmetic (6).

Add to the Arithmetic of Standard I. Practice, Simple Interest.

60 *2nd Head.*—Vernacular (8).

(*a*) Reading whole of Sixth Book of Departmental Series, with understanding of part read, and of the meaning of words

Maximum of Marks.

&c. Poetry in the reading-book to be understood and repeated. The Grammar of Vernacular Standard VI. except Syntax.

40 (*b*) Writing to Dictation, in fair Balbodh, 5 lines from the book read. Modi writing-book to be shown.

3rd Head.—History and Geography (5).

50 (*a*) Add to Standard I. *History of India*, complete, to be studied with Maps.

50 (*b*) Add to the Geography of Standard I. *the Map of Europe*, with general information as before.

4th Head.—English (10½).

40 (*a*) Reading the Second Departmental Reading Book, or any similar book, with oral translation into Vernacular, giving meaning of words, and distinguishing Parts of Speech. Meaning to be understood.

20 (*b*) Writing large hand. Filled copy-book to be shown.

40 (*c*) Oral translation into English of 5 short and easy sentences from the second Book. Spelling to be considered.

Standard III. (*To be passed before entering a High School.*)

1st Head.—Arithmetic (6).

100 Add to the Arithmetic of Standard II. Decimals, Compound Proportion, Discount.

2nd Head.—Vernacular (8).

40 (*a*) Reading with understanding 100 pages of a standard Vernacular prose author, and 150 verses of Raghunáth Pandit, or a similar poet. 100 lines of Poetry by heart. Grammar of Vernacular Standard VI. Prayogs as in a larger Grammar.

Maximum of Marks.

20 (*b*) Writing 5 lines, in good Balbodh, to Dictation from the book read. Full writing-book to be shown (good current hand).

40 (*c*) Written translation of 5 lines from the English Reading Book.

3rd Head.—History and Geography (5).

50 (*a*) Revision of the History read under Standards I. and II., and *Outlines of Universal History.*

50 (*b*) *Map of the World,* with general information as before.

4th Head.—English (10½).

40 (*a*) Reading the Third Department Reading Book or any similar book, with *viva voce* Explanation in Vernacular and simple Parsing in English.

20 (*b*) Writing text or fair small hand. Full writing-book to be shown.

40 (*c*) Written Translation into English of 5 short sentences, from the 3rd Vernacular book. Spelling to be taken into account.

Standard IV. (*First Standard of the High School Course.*)

1st Head.—Mathematics (5).

Add to the Arithmetic of Standard III. Anglo-Vernacular—

70 (*a*) Profit and Loss. Compound Interest.

30 (*b*) Euclid, Book I., 26 Propositions.

2nd Head.—Vernacular and Classical Languages (8).

Vernacular (4).

50 (*a*) 200 pages from a standard Vernacular Prose author and 250 lines of Poetry of Waman or Moropant or similar poet (not learned previously), with special regard to Marathi Grammar and Idiom

Maximum of Marks.

(comparison with Sanskrit and English Grammar and Idiom). 100 lines of the Poetry by heart. Rules of Sandhi. Declensions and Conjugations as in a larger grammar.

50 (*b*) Written translation into Marathi (Balbodh) of about 5 lines in any school reading-book used below Standard V. at the option of the Examiner—spelling and writing to be considered; or composing a letter (Modi).

Classics (4).

I. Sanskrit.

60 (*a*) *Vivâ voce* translation into Vernacular of the Sanskrit Exercises of the 1st Book of Sanskrit, and written Translation into Sanskrit of the English Exercises of the same book.

40 (*b*) Those portions of any Sanskrit Grammar which correspond with the 1st Book of Sanskrit.

Or *II. Latin.*

60 (*a*) *Vivâ voce* translation of Exercises equal in difficulty and amount to the first 30 in Henry's First Latin Book (English into Latin, and Latin into English).

40 (*b*) The Regular Declensions and Conjugations to be said by heart.

3rd Head.—History and Geography (5).

50 (*a*) *Outline History of England,* with Maps.

50 (*b*) Add to Geography of previous standards particular *Geography of Great Britain,* and Geography illustrating the History. An Outline Map of Great Britain, or Map-drawing of *India* (marking latitude and longitude), to be done before the Examiner.

Maximum of Marks.

4th Head.—English (10).

40 (*a*) Reading from easy English Classics 100 pages of Prose, and 500 lines of Poetry, with explanation of part read in Vernacular, Parsing in English, and easy Etymology. Poetry 100 lines by heart.

20 (*b*) Writing 5 lines to Dictation from the book read. Full copy-book, fair small hand, to be shown.

40 (*c*) Written translation into English of 5 lines from Third Book of Vernacular Series. Spelling to be taken into account.

Standard V.

(Qualifies for First Class Certificate for entrance to Lower Grades of the Public Service.)

1st Head.—Mathematics (6).

Add to the subjects of Standard IV.—

40 (*a*) Square and Cube Root.

30 (*b*) Euclid, Book I.

30 (*c*) Algebra, 4 Rules Integral.

2nd Head—Vernacular and Classical Languages (8).

Vernacular (3 or 4 hours).

50 (*a*) A standard Vernacular Prose author not previously read (about 300 pages) and 300 lines from Kekavali or similar work, with special regard to a scholarly knowledge of Marathi Grammar and Idiom (comparison with Sanskrit and English Grammar and Idiom). Syntax as in a larger Grammar. Half the Poetry by heart.

50 (*b*) Written translation of 10 lines from the book read into Vernacular. Composing a report on a given subject (Modi). Writing to be considered.

Maximum of Marks.

Classic (4 or 5 hours).

I., Sanskrit.

60 (*a*) *Vivâ voce* Translation into English of the Sanskrit Exercises in Lessons I.—XII., XIV.—XVII., XXII., Part I., and XXIV. of the 2nd Book of Sanskrit; and written Translation into Sanskrit of the English Exercises in the same lessons.

40 (*b*) Those portions of any Sanskrit Grammar which correspond with the same lessons; and written Translation into Sanskrit of any six easy sentences.

Or *II., Latin.*

70 (*a*) *Vivâ voce* Translation of Henry's First Latin Book, or a similar book, to be selected by the Master. Easy Prose passage, as in the Delectus. Parsing of Simple Sentences.

30 (*b*) Accidence complete.

3rd Head.—History and Geography (5).

50 (*a*) *History of Greece*, or (in Independent Anglo-Vernacular Schools) *Universal History*, and general review of History under previous standards.

50 (*b*) Geography to illustrate the History. Use of the Globes. Outline Map of any Country of *Europe* or *Asia*. Map-drawing of *India*, with latitude and longitude.

4th Head.—English (10).

40 (*a*) Reading English Classics, 150 pages of Prose and 600 lines of Poetry—200 by heart, with explanation and parsing. Easy questions in Analysis of Sentences, as in Morell, Part I., and Etymology.

Maximum of Marks.

30 (*b*) Written Translation of a passage from a newspaper. Specimens of writing, as in fair note-books, to be shown.

30 (*c*) Writing an English letter, private or official, or making an abstract in English of an easy story clearly read or told.

N.B.—In Government Independent Anglo-Vernacular Schools a standard History of India may be read instead of the English Classics, and should be illustrated and brought down to the latest date by lectures delivered by the Head Master. Less time may also be given to the Classics, and more to the Vernacular.

Standard VI.

1*st Head.*—Mathematics (6).

Add to the subjects of Standard V.—

40 (*a*) Mensuration.

40 (*b*) *Euclid*—Books I., II., with simple deductions.

30 (*c*) *Algebra*—Fractions, Greatest Common Measure, Least Common Multiple, Simple Equations, and Square Root.

2*nd Head.*—Vernacular and Classical Languages (8).

Vernacular (3 hours).

50 (*a*) Revision of previous reading, and Dnyáneshvari Adhyáya XII. and XIII. as in Navanita, with special regard to a scholarly knowledge of Marathi Grammar and Idiom (comparison with Sanskrit and English Grammar and Idiom), Prosody, and Etymology.

50 (*b*) Translation into Balbodh of 10 lines of the English Poetry read. Spelling and writing to be considered.

Maximum of Marks.

Classic (5 hours).

I., Sanskrit.

60 (*a*) *Vivâ voce* Translation into English of the 3rd Book of Sanskrit, and written Translation into Sanskrit of the English in Lesson XIII. of the 2nd Book of Sanskrit, and of Exercises 82—120 of Monier Williams' Manual.

40 (*b*) Thorough knowledge of Dr. Kielhorn's Sanskrit Grammar up to § 322, and written Translation into Sanskrit of 6 lines of easy English prose.

II., Latin.

60 (*a*) *Vivâ voce* Translation of Cornelius Nepos (30 pages), with Grammar and Parsing.

40 (*b*) Written Translation of 6 easy lines of narrative chosen by the Inspector.

3rd Head.—History and Geography (5).

50 (*a*) *History of Rome.*

50 (*b*) Geography as in Standard V., with Geography of *Rome* added.

4th Head.—English (10).

40 (*a*) Reading English Classics, 200 pages of prose, 750 lines poetry (different authors from those under Standard V.): 200 lines by heart.

Questions in Grammar, Analysis, and Etymology.

30 (*b*) Written Translation into English of 5 lines of Marathi prose or poetry. Specimens of Writing, as in fair note-books, to be shown.

30 (*c*) A short Theme on a simple subject.

Maximum of Marks.

Standard VII.—Matriculation.

N.B.—The numbers in brackets indicate the minimum number of hours to be devoted to each subject in Government Schools. Head Masters may modify the distribution with the concurrence of the Inspector.

The Inspector may examine in Mathematics, History, and Geography by dictating one example or a set of questions to be worked before him on slates by a whole class simultaneously.

The Examinations under High School Standards will be conducted in English, except where it is otherwise specified in the Standards.

Aided Schools will not be required to present boys in both Vernacular and Classic under Head 2. They may obtain the full grant under that head for the Vernacular only, and an extra grant of like amount for the Classic, if offered.

The whole amount of reading-books appointed in the Anglo-Vernacular Standards need not be required if the Inspector is satisfied that the amount offered is, considering the manner in which it has been prepared, a sufficient year's work.

III. STANDARDS FOR VERNACULAR SCHOOLS.

Standard I.

50 *1st Head.* उजळणी as in first 14 pages of अंकशोपि.

50 *2nd Head.* बाराखडी complete. Writing the same in Modi and Balbodh on the blackboard.

Standard II.

50 (10) *1st Head.*—In addition to Standard I., Numeration and Notation up to 10,000. Sums in Addition and Subtraction of not more than 3 figures, Multiplication and Division of not more than 3 figures by a number less than 30. Remainder of अंकशोपि.

50 (10) *2nd Head.*—Reading First and Second Books in Modi and Balbodh, with understanding of the part read. Poetry to be understood and repeated.

Maximum of Marks.

50 (10) *3rd Head.*—Writing to Dictation words of two syllables in Balbodh on slate or blackboard, with compound letters. Modi large hand to be commenced.

50 (3) *4th Head.*—Knowledge of what a Map is. Map of *Collectorate* or *State*. Boundaries, Mountains, Rivers, Towns, to be pointed out.

Standard III.

50 (10) *1st Head.*—In addition to Standard II., the four Compound Rules and Reduction (Native system). Native Tables to be known. Easy Mental Arithmetic.

50 (10) *2nd Head.*—Reading whole of Third Departmental Book in Modi and Balbodh, with understanding of part read, and meaning of words. Parts of Speech to be pointed out. Poetry in Reading-book to be understood and repeated.

50 (10) *3rd Head.*—Writing to Dictation in large Balbodh 2 or 3 sentences from the book read. A full writing-book or slate (Modi) to be shown.

50 (3) *4th Head.*—Definitions of Geography. Geography of the *Presidency*. Neighbouring Provinces, Mountains, Rivers, Native States, Zillas, Towns, Ports, &c., to be pointed out on the Map, and their significance explained.

Standard IV.

(Standard after passing which pupils are allowed to study English.)

100 (10) *1st Head.*—In addition to Standard III., English Tables. Easy sums in Simple Rule of Three and Vulgar Fractions. Mental Arithmetic.

Maximum of Marks.

100 (10) *2nd Head.*—Reading whole of Fourth Departmental Book, with understanding of part read, meaning of words, and simple Parsing. In addition to Grammar of Standard III., the Declensions as in any small grammar. Poetry in reading-book to be understood and repeated. Reading a well-written Modi paper to be brought by the Examiner.

100 (9) *3rd Head.*—Writing to Dictation, in medium-sized Balbodh, 5 lines from the book read. Modi writing in a book to be shown (small hand).

50 (4) *4th Head.*—(*a*) History of the *Province*, as of *Maharashtra*.

50 (*b*) In addition to Standard III., Map of *India*, including the information detailed in Standard III., and knowledge of the Physical Conformation, River-system, Watersheds, Routes of access, Frontiers and adjacent Countries.

Standard V.

100 (8) *1st Head.*—In addition to previous Standards, Decimals, Compound Proportion, Practice, Simple Interest. Mental Arithmetic.

100 (11) *2nd Head.*—Reading whole of Fifth Departmental Book, with understanding of the subject-matter, and meaning of words, and advanced Parsing. In Grammar the Conjugations, &c., as in a small grammar. Poetry in Book V., or an equivalent from Wáman or other Marathi poet, to be understood and repeated. Easy Etymology. Reading ordinary Modi papers to be brought by the Examiner.

Maximum of Marks.		
100	(8)	*3rd Head.*—Writing to Dictation (good Balbodh) 5 lines from the book read. A full writing-book (Modi) to be shown.
50	(6)	*4th Head.*—(*a*) *History of India,* complete, as in Morris or a similar book.
50		(*b*) Add to previous Standards Maps of *Asia* and *Europe,* with general information as in Standards III. and IV.

Standard VI.

(Qualifies for Second Class Certificate for admission to the Lower Grade of the Public Service.)

40	(9)	*1st Head.*—(1) Arithmetic, complete.
30		(2) Euclid, Book I.
30		(3) Native Accounts.
100	(12)	*2nd Head.*—(*a*) Reading whole of Sixth Departmental Book with understanding of subject-matter. Declensions, Conjugations, and Syntax, as in a smaller grammar. Easy questions on Prosody and Etymology. Poetry (by heart) of Sixth Book, or the Kekawali of Moropant to be understood and repeated.
50		(*b*) Reading rough Modi official papers with fair fluency. (The Examiner to make allowance for bad writing.)
100	(6)	*3rd Head.*—Writing in current Modi an abstract, or report, or letter on some story or incident read or told by the Examiner.
75	(6)	*4th Head.*—(*a*) Revision of the *History of India* complete, with some information about the system of government. *Short Universal History.*
75		(*b*) In addition to the Geography of previous Standards, general Geo-

Maximum of Marks.

graphy, and Elements of Physical Geography, including explanation of terms used of Terrestrial Globe, such as Equator, Pole, Tropics, Latitude, Longitude; of Natural Phenomena, *e.g.*, Seasons, Night and Day, Eclipses, Tides, Climate, Rain, Dew, &c. An Outline Map of India, with any Presidency, large Province, or Native State defined, or with Mountains, large Rivers, and Towns marked as named by the Examiner.

N.B.—The Inspector may allow, instead of half the reading-book under Standards V. and VI., an equivalent portion of any standard Vernacular prose work of equal or greater difficulty to be read.

SCHEDULE B.

GRANTS TO PUPILS PASSED UNDER THE SEVERAL STANDARDS.

For Colleges and Institutions recognized by the University.

	Rs.
For passing F. E. A.	200
Ditto B. A. Examination	350

For European and Eurasian Schools.

	1st Head.	2nd Head.	3rd Head.	4th Head.	Total Rs.
Standard I.	4	3	3	0	10
Standard II.	5	4	4	2	15
Standard III.	6	5	5	4	20
Standard IV.	7	6	6	6	25
Standard V.	10	10	8	8	36
Standard VI.	13	13	10	14	50
Standard VII.	20	20	15	20	75
Standard VIII.	25	25	20	20	90
Matriculation					150

Grants for girls to be the same as for boys, but in addition to the above a grant of Rs. 5 may be awarded for good plain needlework done by any girl who passes in not less than two heads of any standard.

For English-teaching Schools.

	1st Head.	2nd Head.	3rd Head.	4th Head.	Total Rs.
Standard I.	2	2	2	0	6
Standard II.	2½	2½	2½	2½	10
Standard III.	3	3	3	3	12
Standard IV.	4	4	4	4	16
Standard V.	5	5	4	4	18
Standard VI.	6	6	5	5	22
Standard VII.	7	7	6	6	26
Standard VIII.	8	8	7	7	30
Matriculation					100

With capitation allowance of Rs. 2 on the average daily attendance of pupils during the year.

Grants for girls to be the same as for boys, but in addition to the above a grant of Rs. 3 may be awarded for good plain needlework done by any girl who passes in not less than two heads of any standard.

For Anglo-Vernacular Schools.

	1st Head.	2nd Head.	3rd Head.	4th Head.	Total Rs.
Standard I.	1½	1½	1	2	6
Standard II.	2	2	2	3	9
Standard III.	3	3	2	4	12
Standard IV.	5	5	5	6	21
Standard V.	6	6	6	8	26
Standard VI.	7	7	7	9	30
Matriculation					100

With capitation allowance of Rs. 2 on the average daily attendance of pupils during the year.

For Vernacular Schools.

	1st Head.	2nd Head.	3rd Head.	4th Head.	Total Rs.
Standard I.	As. 8	As. 8	...	...	1
Standard II.	As. 8	As. 8	As. 8	As. 8	2
Standard III.	Rs. 1	Rs. 1	As. 8	As. 8	3
Standard IV.	Rs. 1	Rs. 1	Rs. 1	Rs. 1	4
Standard V.	Rs. 1½	Rs. 1½	Rs. 1½	Rs. 1½	6
Standard VI.	Rs. 2	Rs. 2	Rs. 2	Rs. 2	8

With capitation allowance of As. 8 on the average attendance of pupils during the year.

To girls double the above grants for passing heads of Standards in Anglo-Vernacular and Vernacular Schools will be awarded till further notice. The capitation allowance for girls is in Anglo-Vernacular Schools Rs. 2, and in Vernacular Schools As. 8, on the average attendance. For any girl who passes under two heads of any standard a further grant may be made of Rs. 3 in Anglo-Vernacular and of Rs. 2 in Vernacular Schools for creditable plain needlework.

N.B.—No capitation allowance will be granted to Private Schools.

SCHEDULE C.

FORM OF APPLICATION.

FORM 1.—*For Schools under Recognized Management.*

Locality and Designation of School.	Class of School (*i.e.*, whether European and Eurasian, English-teaching, Anglo-Vernacular, or Vernacular.)	Society or Controlling Body with which the School is connected.	Average annual expenditure on Secular Education.	Probable number of Pupils which will be presented for Examination under each Standard during the year for which a grant is requested.	REMARKS.

FORM II.

For Private Schools.

Locality and Description of School.	Class of School (*i.e.*, whether European and Eurasian, English-teaching, Anglo-Vernacular, or Vernacular.)	Name of Proprietor or Proprietors.	Date of Establishment.	Names, Ages, and Places of Education of the Master and Assistant Masters; with University Standing, if any.	Other Employment (if any) of Teachers.	Rate or Rates of Fees.	Amount of Fees received during the twelve months preceding the application.	Probable number of Pupils which will be presented for Examination under each Standard during the year for which a grant is requested.	Name and Residence of Parties to whom reference may be made.

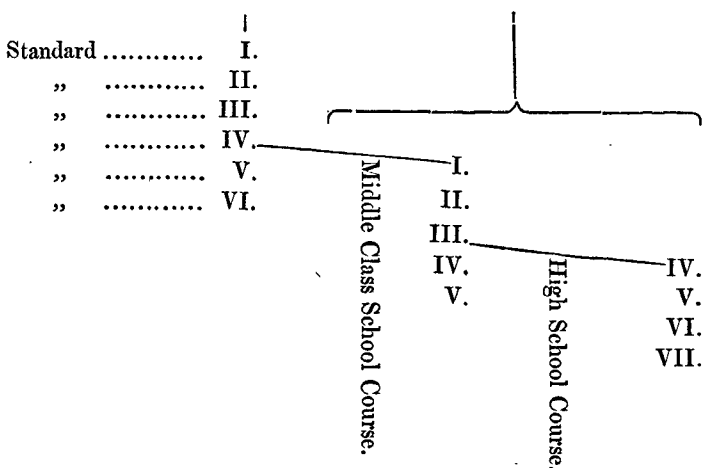
FORM III.

For Colleges and Institutions recognized by the University.

Locality and Designation.	Description of Institution.	Society or Controlling Body with which the Institution is connected.	Average annual expenditure on Secular Education.	Probable Number of Pupils to be presented at each Arts Examination (F. A. and B. A.) during the year for which a Grant is requested.	REMARKS.

MEMORANDUM to accompany the Revised Standards.

The connection and relative position of the new Standards is shown in the following diagram :—



The 1st Vernacular Standard may be passed before the age of 8. The whole Government School course after that age is arranged under 10 Standards, each of which will occupy a boy of average ability for one year (viz., Vernacular Standards II., III., IV., Anglo-Vernacular Standards I., II., III., IV., V., VI., VII.). Such a boy may therefore be expected to go up for Matriculation at the age of 18. Boys of more than average ability are not debarred from passing through the course more rapidly.

2. The standards of instruction are thus allotted to the various grades of schools :—

Vernacular Standards.

I. } Give the course of instruction in
II. } Branch Schools, to cost about Rs. 10 per mensem ; to be taught by an indigenous master, or a

pupil-teacher from a central Village School; to be situated not more than 4 miles from a central village school. The village is to supply a school-room and not less than 15 boys in average attendance. The school is to be visited twice a month by the central school master under whom it is placed.

N. B.—Deputy Inspectors are required to keep maps of their sub-divisions, with area marked out into village school circles, and statistics of village population, means of access, &c.

I. II. III. Give the course of instruction in Inferior Central Vernacular Schools, which must have an average attendance of 30 boys. Schools of this class when the attendance falls below 30 will be reduced to Branch Schools when situated near enough to another Central School, otherwise they will be closed when the attendance falls below 20.

I. II. III. IV. V. VI. Give the course of instruction in Superior Central Vernacular Schools. A second Superior or Inferior Vernacular School is not to be opened in the same town or village until the average attendance in the first exceeds 50.

Anglo-Vernacular Standards.

I. II. III. Give the course in Ancillary Schools, that is, schools which supply pupils to other schools of a higher grade.

N. B.—The Vernacular Schools with English teachers paid from extra fees will teach not more than the Ancillary School course.

I. II. III. IV. V. Give the course of Independent 1st Grade Anglo-Vernacular Schools, which teach up to the higher standard for admission to the public service.

IV.
V.
VI.
VII.
} Give the course of instruction in High Schools.

3. The following two points are to be especially noted:—

(*a*). *Admission.*—Thorough knowledge up to Vernacular Standard IV. before admission into an Anglo-Vernacular School, and up to Anglo-Vernacular Standard III. before admission to a High School, is *to be rigidly exacted.* Inspectors are requested to exercise careful personal supervision over the Masters of Ancillary Schools in this matter.

(*b*). *Promotion.*—The standards lay down what it is desired that boys shall learn in each year of their course, and it is to be observed, as a general rule, that a boy is to know the subjects of one standard before he is promoted to that next above it. Thus if a boy fails utterly this year in Standard IV. he is not to be presented next year under Standard V. If he fails in one head of Standard IV. he may be presented next year under Standard V.; but if he then fails again in the same head, he is not to be further promoted until he has passed in that head. Inspectors are requested to exercise their judgment as to acquiescing in any discretion claimed by Head Masters, and to report doubtful cases to the Director. This rule applies to all Head Masters, including Head Masters of High Schools.

3. As to School Exercises—

(*a*). The common one of *copy-writing* (to be done in school only) should not be left off until a boy can write a steady regular hand.

(*b*). *Composition.*—In Anglo-Vernacular Standards II. and III. Translation from Vernacular into English, and English into Vernacular, is to be done on slates after the reading lessons.

Under Standard IV.—Vernacular, English, and Sanskrit (or Latin) Exercise-books should be kept, and at least one exercise per week in each written in school. The books should be corrected punctually by the teacher, and shown to the Inspector at the examination.

Under the standards above Standard IV.—An additional exercise should be done weekly in English, and the exercises may be done partly out of school. Corrected exercises can be given back before the reading lesson, with remarks. Exercise-books to be shown at examination.

(*c*). *Note-books.*—Too copious rough notes are useless and slovenly. If nothing but valuable matter not in the text is taken down, the note-book may be fair at once, and if the Class-master sees that what he imparts is taken down correctly, he may spare himself the trouble of after-correction. The notes should be brief, neat, and methodical when first made.

4. As to Revision.—This should be made both by the Class-teacher and the Head Master. The *Class-teacher* should briefly, at the beginning of each lesson, and again after three lessons have been learnt, in every subject, revise what has been done before he proceeds to fresh matter.

The *Head Master* should review once a month the whole of the work done by each class in one subject of the year's course. Head Masters of High Schools are also strongly recommended to consider the Junior Assistants as Pupil-teachers, and to give them special instruction, as a normal class, as far as time admits.

5. Head Masters of High Schools are invested with control over the Ancillary Schools which supply them with pupils, as far as to visit them and bring to the Inspector's notice anything in which they appear defective as "feeders." It is desirable, where possible, that there should be an Ancillary School under the same roof with a High School.

6. School Books.—Much remains to be done under this head. The work is partly *selection*, partly *preparation*.

Selection is required under Vernacular Standards V., VI., and Anglo-Vernacular Standards III., IV., V., VI. It has been thought best to define the Reading-books generally in the standards, in order that Aided Schools may not be restricted to one or two authors; and the Inspectors are therefore requested to prepare for the Government Schools a list of Native and English books of prose and poetry, arranged in order of difficulty, and divided according to the standards under which they may be suitably used. The Committees for encouraging Vernacular Literature may be consulted here.

Preparation.—The following books appear to be required under the new standards:—

Vernacular.

1. *Map* of the Presidency (Balbodh) is under preparation.

2. *Maps* of the Collectorates and States will be obtained from the Survey Department as fast as they are prepared. Some are ready.

3. The Second and Third Marathi Reading-Books in Modi are being prepared by the Translator.

4. *A simple Geography of the Presidency* for Standard III. is desirable. Suggestions are invited who should be commissioned to write it. If prepared in English it could be translated into all Vernaculars.

5. *A general Geography* is wanted for Standard IV. (Indian Part), V. (Asia and Europe), and VI. (the World), with the general information about Physical Geography and Elementary Astronomy and Geology laid down for these standards. The part about India, and the countries adjoining it, should be in the greatest detail. This also should be written. Until it is provided, the Principals of Training Colleges will be expected to give this information to students by lectures, of which full corrected notes should be made and kept by each student for his own use when teaching.

7. A Specimen Book of Modi (or current) Writing, of Forms of Address, Letters, &c., would be useful, and might be easily prepared by the Translators, who will be addressed on the subject.

7. *A short Universal History* in English is being translated. Experience will show whether it answers its purpose.

8. *A simple History of India.*—There seems to be no English book quite satisfactory. A new one is required, which may be translated into the Vernaculars.

9. If a new Euclid Book I. is wanted, application should be made to have it done by the Translators.

Sanskrit.—A Gujarathi version of Bhandarkar's Second Book is nearly ready. Have the Marathi versions been completed? Perhaps Dr. Bühler will have this done. Dr. Bühler has also promised a Syntax.

Anglo-Vernacular.

1. *A First, Second, and Third Departmental Reading-Book* are being prepared, by revising and re-distributing the matter of "Howard's Series," and a Book of Letters will be added.

2. *History of India.*—The same book as (8) above would do for Standards I. and II. For Standard V. perhaps Marshman or Meadows Taylor.

7. Grammar.—The portions of Grammar to be learnt under each standard have been defined in general terms only. The best explanation will be, that the Inspectors should fix under the general definition the number of pages of the grammars in use to be known under each Standard, and they can also determine how far the rules of Sandhi, Samás, and Karakas, &c., are useful in the Vernaculars.

Gujarathi possesses Hope's, Taylor's smaller and Taylor's larger Grammar. Mr. Krishna Shastri Chiplúnkar has promised a new Marathi Grammar and Syntax.

For English Grammar, Mr. Chatfield advises, for the 4th Standard, Howard's Junior Grammar, and parsing easy sentences.

Add Arnold's English Accidence with Exercises and Common Rules of Syntax, easy analysis to be taught analytically by the teacher from Morell's Analysis, for the 5th Standard.

Add Arnold's English Syntax, with Exercises, and Morell to be taught analytically for the 6th Standard.

Revision of the three authors, with scansion for Standard VII.

Under the High School standards the pupils should know the metre and rhythm of their poetry.

No. 3.

CIRCULAR.

No. 4511 OF 1869-70.

Bombay:
Office of the Director of Public Instruction,
24th February 1870.

TO THE EDUCATIONAL INSPECTORS,
Central, Northern, Southern, and North-East Divisions and in Sind.

SIR,—In holding the Annual Examinations of High Schools prescribed in Sir A. Grant's Circular No. 8029 of 1865-66, I request that you will consider the following to be part of your duty, and give a particular and detailed notice of the result in your report:—

1. To examine the Note-books of lessons, rough and fair, kept by the boys; to see that they are neat and orderly; that all mistakes of matter or spelling are corrected *daily* by the class-teacher.
2. To examine the Exercise-books of translations from one language to another in the Vernacular, English, and Sanskrit (or Latin); to see that the Exercise-books are suitable and uniform; that the writing is neat and orderly; and that they are corrected *daily* by the teacher.
3. To examine the Copy-books of the Lower School, and to see that the writing is careful and systematic and from good copy-slips. The Note-books, Exercise-books, and Copy-books of the whole year previous should be produced for your inspection.

2. I request also that you will visit the school on a day when the ordinary work is going on, examine the time-table, the assignment of hours and classes to the Assistant Masters, and observe the style and method of the Assistants, and include any remarks which you may wish to make on these in your report.

3. Also, with reference to Clause E of the Circular, that you will, at your visit for examination, take the opportunity to audit the school accounts, examine the dead-stock register, &c., observe the distribution of scholarship and exhibition money, and either bring any irregularity to my notice, or certify all correct in your report.

I have, &c.,

J. B. PEILE,
Director of Public Instruction.

No. 4512 of 1869-70.

Bombay:
Office of the Director of Public Instruction,
24th February 1870.

MEMO.

True copy, forwarded for the information and guidance of the Head Masters of High Schools, whose particular attention is directed to the importance of translations from one to another of the languages taught in the school.

J. B. PEILE,
Director of Public Instruction.

No. 4.

No. 2690 OF 1870-71.

Poona :
Office of the Director of Public Instruction,
18th November 1870.

TO THE EDUCATIONAL INSPECTORS.

SIR,—I have the honour to forward copy of a Notification relating to Assistant Masterships in High Schools and 1st Grade Anglo-Vernacular Schools.

2. With regard to the English teachers of 2nd Grade Anglo-Vernacular Schools and of Classes in Vernacular Schools, I request that you will bring the teaching of English under your control by adopting the following measures:—

(*a*). No person should in future be appointed to teach English in a Government School of these grades unless he holds a certificate of fitness signed by an Educational Inspector.

(*b*). Persons who are now teaching English in Government Schools below the higher Anglo-Vernacular grade should be examined by the Inspector. If found fit to teach English, the Inspector should grant them a certificate ; if found unfit, he should transfer them to other suitable employment as soon as possible.

(*c*). Certificates should not be given unless the Inspector can certify that the teacher reads with a tolerably correct accent, understands English grammar, and writes a fair English hand. The certificate should mention any additional qualifications which the teachers may possess.

(*d*). Certificates may be altered or cancelled by the Inspector after they have been in force two years.

(*e*). As none but certificated English teachers will be admitted into Government Schools, the English Class will be required to make up the difference between the sum available from public funds and the sum necessary to secure the services of a certificated teacher.

3. You will not fail to observe that the improvement which may undoubtedly be effected by the above regulations will be measured by the personal care and judicious strictness with which you apply them, and I hope that you will give them your best attention.

I have, &c.,

J. B. PEILE,
Director of Public Instruction.

NOTICE.

The Director of Public Instruction gives notice that all appointments to Assistant Masterships in High Schools and 1st Grade Anglo-Vernacular Schools will in future be *probationary* for one year, and confirmation will depend not only on proficiency in the subjects taught, but also on success in teaching. Success in teaching results partly from natural capacity, but in a great measure from energy, thoughtfulness, industry, method, and special study of teaching as an art.

An examination of candidates for Assistant Masterships who have not passed the F. E. A. will be held in the monsoon months at Poona and Ahmedabad. Certificates indicating various degrees of proficiency will be given to the best candidates, and a register of certificated candidates will be kept by the Director of Public Instruction, from the names in which appointments will be made in preference to candidates who do not hold certificates.

In this examination much importance will be attached to good English handwriting, a correct English accent, sound knowledge of English and Vernacular grammar, neatness and accuracy in translation, and ability in reproducing what is learnt with clearness and force.

J. B. PEILE,
Director of Public Instruction.

Poona:
Office of the Director of Public Instruction,
18*th November* 1871.

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No. 5.

CIRCULAR.

No. 382 OF 1871-72.

Poona :
Office of the Director of Public Instruction,
29th April 1871.

TO THE HEAD MASTERS OF HIGH SCHOOLS.

SIR,—With reference to para. 5 of the explanatory memorandum circulated with the Revised Standards, I have the honour to request that you will make a special report to me on each periodical admission of new boys from the "feeders" of your school, giving a return of the number admitted from each school, the quality of the boys from each school, and any remarks upon the manner in which they have been taught which may appear to you expedient for the improvement of the Ancillary Schools.

2. Notice of this regulation may be given to the Head Master of each Ancillary School.

I have, &c.,
J. B. PEILE,
Director of Public Instruction.

No. 6.

CIRCULAR.

No. 914 OF 1871-72.

Poona :
Office of the Director of Public Instruction,
6th June 1871.

TO THE HEAD MASTERS OF ANCILLARY SCHOOLS.

SIR,—I have the honour to point out to you the purpose of the school of which you have been appointed Head Master, and the importance of the class to which it belongs.

2. The class is that of Ancillary Schools or "feeders" to the High Schools.

3. In your school the future undergraduate of the University begins to study English. By you he is grounded in the English language before he goes to the High School to study the works of its classic authors.

4. Of the 800 Matriculation Candidates of 1869 I believe that over 600 failed in English. Again, of the candidates of 1870 the Vice-Chancellor told us that "the main cause of failure in the last examination was their being unable to qualify in English."

5. Now the remedy of this is to a great extent in your hands. If boys go up from your school with a bad English accent, a slovenly way of writing, and inaccurate grammar, it is beyond the power of the best High School Head Master to make them fit for Matriculation.

6. Boys come to you fairly grounded in their Vernacular. It rests with you to see that you admit none who have not thoroughly mastered the subjects of the first four Vernacular Standards. In your school they are to complete their grounding in Vernacular, and to begin their grounding in English. You are not troubled with the study of a classic. There is nothing more to be attended to, except Arithmetic and a moderate amount of History and Geography.

7. It is your particular duty to bring the solid acquirements already made in the Vernacular to help in acquiring the first elements of English. Neither is to be, or need be, neglected for the other. If you work on the right principles, the boy who is best in his Vernacular will also be best in his English.

8. The means you are to use are constant *translations*, accurate and thoughtful translations, from the one language into the other. The constant practice of translation, English into Vernacular and Vernacular into English, is to be the distinctive feature of your school.

8. Each of these languages has a life and character of its own. Your work is to make your pupils compare them, note and contrast the method and habits of each, their grammar and idiom.

10. You may also advantageously make a list of all the familiar errors of intonation and idiom into which Native students of English fall, and banish them from your pupils' speech.

11. Let attention also be given to spelling and writing. Both are notably defective in our English Schools at present.

12. The quality and number of the boys sent up from your school to the High School will be closely observed, and you will be judged by the results.

13. After the measures lately taken, Government has a right to expect a solid and distinct improvement in the quality of the students of English. If no improvement is found, the Department will be fairly charged with wasting the public funds.

14. I therefore earnestly impress on you once more the duties I have pointed out. Be strict in regulating admissions to your school, and be unwearied in making your pupils thorough and complete in the training and knowledge they are to seek from you.

I have, &c.,

J. B. PEILE,
Director of Public Instruction.

No. 915 OF 1871-72.

Poona :
Office of the Director of Public Instruction,
6th June 1871.

MEMO.

Forwarded for the information of the Educational Inspectors.

I have, &c.,

J. B. PEILE,
Director of Public Instruction.

No. 7.

CIRCULAR.

No. 784 OF 1871-72.

Poona :
Office of the Director of Public Instruction,
26th May 1871.

TO THE EDUCATIONAL INSPECTORS.

SIR,—Government were pleased, on my suggestion, to admit into the Provincial Budget for 1871-72 a grant of Rs. 50 per mensem for six Anglo-Vernacular Schools, to be given on condition that the Municipalities of the towns the schools of which receive this aid shall contribute an equal amount.

2. My object is to improve the status of the Taluka English Schools, to introduce a better quality of English teaching into them, and in doing this to call out local enterprise and interest

in Education by employing the "grant-in-aid" method so frequently recommended by the Government of India.

3. The towns should distinctly understand what is offered in return for their municipal subscription. It is instruction *in English* of fair quality. The public revenues can afford to support only a very few schools of the higher class, and these must be in central positions. The great majority of country towns must therefore do something for themselves if they wish to possess the means of English education at home, instead of sending their boys to get it at the centres where it is provided by the State.

4. What is paid for being *instruction in English*, this municipal subscription is quite distinct from any contribution which the towns may hereafter be called upon to make for primary education.

5. It is also quite voluntary. If a town wants English teaching, it will subscribe towards the cost. If it is indifferent to English teaching, it will decline to subscribe; but let it be understood that cheap and bad English teaching will not be supplied to that town at the sole cost of the Educational Department.

6. The work of existing Second Grade Anglo-Vernacular Schools should therefore be searchingly tested, and inefficient—because badly paid—teachers of English discarded. This subject has already been pressed upon your notice in my letter No. 2690 of November 18th, 1870.

7. You will observe that the scheme thus set on foot this year will, if extended, supply a satisfactory class of Taluka English Schools, occupying the place of Upper Middle Class Schools, between the Higher Government English Schools and the Superior Vernacular Schools, and maintained on the grant-in-aid principle.

8. An example once set will be followed. When the grants offered this year are taken up by the most forward towns, engagements may be invited from others to give a municipal subscription next year, provided that Government is able to admit a few additional grants of Rs. 50 into the Provincial Budget. If any such engagements are made, they should be communicated to me, in order that I may be able to move Government to make this addition to the Educational Estimates.

I have, &c.,

J. B. PEILE,
Director of Public Instruction.

No. 8.

NOTIFICATION.

The Director of Public Instruction offers the following prizes for 1870-71 :—

(*For the Presidency.*)

English—Rs. 400.

For an Essay on the Government of Dependencies.

Sanskrit—Rs. 400.

For the best collection of Sanskrit Inscriptions copied and translated. The collection to consist of inscriptions not previously published, or inscriptions of which no correct translation has yet been given.

Gujarathi—Rs. 400.

For a translation of Smiles's Self-Help: a free interpretation of the English into familiar and idiomatic Gujarathi, with full and complete foot-notes, so as to bring the meaning and spirit of the book within reach of Native readers.

Canarese—Rs. 400.

For a paraphrase, with critical notes, of the first half of the "Rája Shekara."

(*For Sind.*)

Sindhi—Rs. 300 each.

For the best translation of Smiles's Self-Help (the first six chapters, with all requisite notes for explanation of the text).

Ditto ditto Rasselas: the whole.

The prize compositions are to be headed with a motto, and those for the Presidency sent with a sealed cover, containing the same motto and the name of the author, to the Director of Public Instruction before the 1st September 1871, and those for Sind to the Educational Inspector in Sind or President of the Vernacular Literature Committee on or before the 1st January 1872.

J. B. PEILE,
Director of Public Instruction.

No. 9.

No. 4037 of 1870-71.

Bombay :
Office of the Director of Public Instruction,
13th March 1871.

To the Head Masters of High Schools
(except Sind).

Sir,—I have the honour to forward for your guidance the rules to be observed in regard to granting leave to your Assistants, which supersede the rule contained in Sir A. Grant's letter, No. 802 of September 16th, 1865.

2. I request that you will obtain (from Contingent Allowance or Fees) a copy of the Digest of Service Rules published by the Accountant General.

I have, &c.,
J. B. PEILE,
Director of Public Instruction.

Rules.

1. Head Masters of High Schools are empowered to grant casual leave of absence to their subordinates, subject to the conditions attached by the orders of Government to leave of that kind.

2. They are also empowered to make temporary arrangements for the work of subordinates absent on casual leave, and for the payment of substitutes from the salaries of such subordinates if necessary.

3. The reason for which casual leave has been granted is to be stated in each case in the remark column of the Monthly Attendance Return.

4. Head Masters of High Schools are required to submit to the Director of Public Instruction applications made by their subordinates for any other kind of leave except casual leave, and to add their own opinion and proposals for the performance of the applicant's duty.

5. In cases of extreme emergency, Head Masters may grant leave before sanction, and report the proceeding afterwards to the Director of Public Instruction for approval.

J. B. PEILE,
Director of Public Instruction.

APPENDIX G.

STATEMENT showing the Expenditure on account of Encouragement of Literature during the year 1870-71.

Name and Subject of Book.	Author, Translator, Editor, or Publisher.	In what Language.	Amount of Copyright paid to Author or Publisher.	No. of Copies printed.	No. of Copies purchased.	Total.	Remarks.
			Rs. a. p.			Rs. a. p.	
Tandurusthi, a Gujarati Magazine.	Bairamji Fardunji and Co. (E.)	Gujarathi ...	.....	...	160	40 0 0	Director of Public Instruction's letter No. 1525 dated 23rd July 1869.
M. A. Examination Question Papers of the Bombay University.	Ganpatrao Moroba Pitale (E.)	English	.....	...	400	247 8 0	Ditto No. 1562 dated August 1869, and No. 204 dated 22nd April 1870.
An old Pahlavi-Pazand Glossary.	Hoshangji Jamaspji and Martin Haug, Ph. D. (Editors).	Ditto	1,200 0 0	350	.....	2,648 0 0	Ditto No. 1783 dated 3rd September 1870.
Student's Manual of Marathi Grammar, Part II.	Ganpatrao Raghunath (A.)	Ditto	.....	...	50	80 0 0	Ditto No. 4984 dated 31st March 1870.
Nisala patraka: or Gujarathi School Paper.	Navalram Laxmiram (E.)	Gujarathi ...	.....	...	100	25 0 0	Ditto No. 654 dated 21st May 1870.
Lekkanshudhi; or an Essay on Marathi Orthography.	Ramchandra Bhikaji Gunjikar (A.)	Marathi.	.....	...	50	11 4 0	Ditto No. 432 dated 9th May 1870.

Index to Acts and Regulations.	Umedram Hargovandas (P.)	Gujarati	.....	...	25	33 12 0	Ditto No. 4926 dated 29th March 1870.
Narma Katha Kosha.....	Narmadashankar L. (A.)	Ditto	.....	...	50	140 0 0	Ditto No. 4843 dated 21st March 1870.
Fortune and Misfortune...	Janardhan Ramchandraji (P.)	English	.....	...	40	54 0 0	Ditto No. 785 dated 1st June 1870.
Vaidyaka Dnyan.....	Barjorji Beramji (A.)...	Gujarati	.....	...	50	480 0 0	Ditto No. 4847 dated 21st March 1870.
Tukaram's Abhangs, Vol. I.	Janardan S. Gadgil (P.)	Marathi	.....	...	2,000	5,200 0 0	Ditto No. 2231 dated 18th September 1869. Ditto No. 2764 dated 25th November 1870. Ditto No. 298 dated 28th April 1870.
Gujarathi Spelling Book.	Harivallabh Mulji	Gujarathi.....	.....	...	200	40 0 0	Ditto No. 1371 dated 28th July 1870.
Shakuntalá	Shesho Ramchandra Churmure.	Canarese	.....	...	200	235 0 0	Ditto No. 1500 dated 5th August 1870. Ditto No. 3126 dated 27th December 1870.
Gujaratnō Itihas: or History of Gujarat.	Bhagwanlal Sampatram.	Gujarathi.....	.....	...	50	45 0 0	Ditto No. 1471 dated 3rd August 1870.
Kutchno Vrittanta: or History of Kutch.	Chaturbhuja Shivji ...	Ditto	.....	...	100	123 12 0	Ditto No. 543 dated 18th May 1870.
	Carried forward...					9,403 4 0	

Name and subject of book.	Author, Translator: Editor, or Publisher.	In what Language.	Amount of Copyright paid to Author or Publisher.	No. of Copies printed.	No. of Copies purchased.	Total.	Remarks.
			Rs. a. p.			Rs. a. p.	
	Brought forward.....	.....	.....	...	.....	9,403 4 0	
Murubee Utfol	P. Gouridatta.....	Urdoo	.....	...	200	63 2 0	Director of Public Instruction's letter No. 971 dated 22nd June 1871.
Vividhadnyan Vistar: a Marathi Magazine.	Ramchandra Bhikaji Gunjikar (Editor).	Marathi	.....	...	.....	156 0 0	Ditto No. 1646 dated 25th August 1870.
Kavyadipika	Kantichandra Bandopadhyaya.	Sanskrit	.....	...	100	60 0 0	Ditto No. 1337 dated 25th July 1870.
Buddhi Prakash	Dalpatram Dayabhai...	Gujárathi.....	.....	...	540	45 0 0	Ditto No. 3196 dated 7th January 1871.
Song sung by Nágar Women.	Narmadashankar L. ...	Ditto	.....	...	20	30 0 0	Ditto Memo. No. 1720 dated 29th August 1870.
Nyaya Tatva, Vol. II. ...	Lallubhai Surchand ...	.....	.....	...	9	28 8 0	Ditto No. 3118 dated 25th September 1868.
Khazanat-ul-ilm, Parts I.	Sayad Abdul Fatteh Moulvi.	.....	.....	...	400	225 0 0	Ditto No. 1724 dated 29th August 1870.

Berthold: a novel	Shivram Bapu Joshi ...	Marathi	.....	..	50	16	14	0	Ditto No. 2071 dated 21st September 1870.
Gulshan-i-ilm	Munshi Ghulam Hydar.	Hindustani ...	.....	...	100	26	7	0	Ditto No. 1250 dated 16th July 1870.
Gujaratno Itihas: or History of Gujarat.	Pranjivandas Kahandas.	Gujarathi ...	.....	...	50	33	12	0	Ditto No. 1473 dated 1st August 1870.
History of Greece	Dhanjibhai Shapurji ...	English	.....	...	50	36	9	0	Ditto No. 1793 dated 6th September 1870.
Translation of the East India Association Journal.	S. V. Dhurandhar	Marathi	.....	...	30	120	0	0	Ditto No. 1892 dated 13th September 1870.
Malavikagnimitra Nataka	Ranachodabhai Uderam.	Gujarathi ...	.....	...	200	200	0	0	Ditto No. 2323 dated 11th October 1870.
Sanskrit Texts, Vol. IV...	Muir (J.).....	English	.....	...	17	74	8	0	Ditto No. 1860 dated 10th September 1870, and No. 2499 dated 31st October 1870.
Vichitropuri: a Marathi Novel.	Keshava Lakshman Jorvekar (A.)	Marathi	.....	...	50	78	12	0	Ditto No. 2326 dated 11th October 1870.
	Carried forward...					10,597	12	0	

Name and subject of book.	Author, Translator, Editor, or Publisher.	In what Language.	Amount of Copyright paid to Author or Publisher.	No. of Copies printed.	No. of Copies purchased.	Total.	Remarks.
						Rs. a. p.	
	Brought forward...	.....	.....	...	.....	10,597 12 0	
Kavita Sangrahana Artha.	Bhaishankar Kashiram.	Gujarathi ...	.....	...	200	30 0 0	Director of Public Instruction's letter No. 1446, dated 30th July 1870.
Marathi School Paper ...	Krishna Shastri Chiplunkar.	Marathi	.....	...	576	78 10 0	Ditto No. 2630 dated 12th November 1870.
Outlines of Indian History.	Ardeshir Shirarji	English	.....	...	100	30 0 0	Ditto No. 2924 dated 10th December 1870.
Bombay Educational Record.	H. Bellairs, M.A. (E.)...	Ditto	.....	...	1,604	601 8 0	Ditto No. 1977 dated 14th September 1870, and No. 3194 dated 7th January 1871.
Mukhzum Mahábhárat ...	Jivalá Prasad (Editor).	Sanskrit and Hindustani.	.....	...	144	144 0 0	Ditto No. 4306 dated 11th February 1870.
Pandit: a Sanskrit Magazine.	Messrs. Lazarus and Co.	Sanskrit	.....	...	2	48 0 0	Ditto No. 107 dated 12th April 1870, and No. 2628 dated 12th November 1870.

Manoranjak Goshti: or Native Nights Entertainments.	Keshava Raghunath Chonche.	Marathi	.....	...	100	120	0	0	Ditto No. 1882 dated 12th September 1870.
Sanskrit-English Dictionary.	Pandit Ramjason	Sanskrit and English.	.....	...	75	623	6	9	Ditto No. 3626 dated 9th February 1871.
Pahlavi Translation of Vandidad.	Hoshangji Jamaspji Dastur.	Pahlavi	.....	...	.....	23	4	0	Ditto No. 3771 dated 20th February 1871.
Panjab Educational Magazine for 1865.	G. W. Leitner.....	English	.....	...	120	100	0	0	Ditto No. 3852 dated 25th February 1871.
Essay on Jainism	Uttamram Dulabram..	Gujarathi ...	400 0 0	...	.....	400	0	0	Ditto No. 3975 dated 6th March 1871.
Rajaram : a Poem.....	Mahadeo Moreshvar Kunte.	Marathi	.....	...	200	45	0	0	Ditto No. 3566 dated 7th February 1871.
Bahar-i-Danish : or Garden of Knowledge.	Janardan Ramchandraji.	English	.....	...	20	72	0	0	Ditto No. 3516 dated 3rd February 1871.
Astodaya and Nala Damayanti.	Mansukram Surjaram.	Gujarathi ...	.....	...	50	30	0	0	Ditto No. 3481 dated 28th January 1871.
Mridalsha Akhyana	Dalpatram Dullabharam.	Ditto ...	.....	...	100	60	0	0	Ditto No. 1180 dated 12th July 1870.
Takallum-ul-Madrasa ...	Munshi Abdul Karim..	English and Hindustani.	.....	...	100	45	0	0	Ditto No. 3165 dated 4th January 1871.
	Carried forward...					13,048	8	9	

Name and subject of book.	Author, Translator, Editor or Publisher.	In what Language.	Amount of Copyright paid to Author or Publisher.	No. of Copies printed	No. of Copies purchased.	Total.	Remarks.
			Rs. a. p.			Rs. a. p.	
	Brought forward.....	.....	.....	...	.....	13,048 8 9	
Muir's Sanskrit Texts, Vol. V.	Trubner and Co. (Publishers.)	English	.....	...	50	541 4 0	Director of Public Instruction's letter No. 4359 dated 29th March 1871.
Expenses incurred in distributing books among registered Libraries.	.....	.....	.....	...	.....	113 7 0	
Buchanan's Travels in Mysore, Malabar, and Canara, in 2 vols.	Higginbotham and Co. (Publishers.)	English	.....	...	10	263 0 0	Government Resolution No. 684 dated 3rd December 1870.
Payment to Dastur Hoshangji Jamaspji for editing Pahlavi books, at Rs. 200 per mensem	.....	.....	.....	...	.....	2,400 0 0	
					Total Rs....	16,366 3 9	

APPENDIX H.

REPORTS FROM Drs. KIELHORN AND BÜHLER ON THE SEARCH FOR SANSCRIT MSS. IN THE BOMBAY PRESIDENCY FOR 1870-71.

Surat, Office of the Educational Inspector, N. D.,
13th July 1871.

To J. B. Peile, Esq.,

Director of Public Instruction, Bombay.

Sir,—I have the honour to submit my Report on the search for Sanskṛit Manuscripts during the period from 1st July 1870 to 10th July 1871.

2. As I was on leave up to 6th November 1870, Dr. Kielhorn was in charge of the operations in the whole Presidency during the first four months of that period. From 6th November we again divided the work according to the order of Government. In January 1871 Dr. Kielhorn obtained sick leave, and the whole charge, at his request, was made over to me.

3. The number of manuscripts bought by Dr. Kielhorn amounts to seven, among which there is the very rare and important Śrîharshacharitra, a poetical account of the great king who under the name Śîlâditya is mentioned by Hiouen Thsang, the famous Chinese Buddhist pilgrim of the 7th century A. D. The work was first discovered by Mr. Fitz-Edward Hall, and he possesses the only known copies of the book. Our copy, like his, breaks off in the middle of the eighth Uchchhvâsa.

4. As regards my own operations, I am happy to state that I have been very fortunate, though the pressure of official work, which had accumulated before my arrival, and the interruption of my former connexions with my agents, did not allow me to proceed during the travelling season as vigorously as I should have liked to do. Still the total number of manuscripts bought amounts to fifty-seven,

among which forty-four are Brahminical and the rest Jaina books. Nearly all these manuscripts are very old, some as old as four hundred years, and only two or three are modern transcripts made to order. The most important acquisition is that of a collection of books belonging to the Atharvaveda, enumerated under Nos. 1—16 of the accompanying list. Professor Haug saw these books on his tour in Gujarát in 1864, and gave an enthusiastic account of them in his Report. They were shown to me in 1869. But it was only last January that I succeeded in obtaining them. Amongst them three numbers are, as far as I know, new discoveries, viz., the Padapáṭha of the XIX. Book of the Atharvasaṁhita, a small Prátiśákhya, and a Paddhati on the Kauśikasútra. Two other works, the Sarvánukrama, and the Śáunakiyá Chaturadhyáyiká were hitherto known through a single copy each. The news of this purchase seems to have considerably interested my European and American colleagues. Professor Weber published a short notice of these works in the Transactions of the Royal Academy of Berlin, and Professor Whitney, of Yale College, Newhaven (United States), wrote to me for copies of the new Prátiśákhya, and of the Śáunakíyá Chaturadhyáyiká, which have been since furnished to him. The Secretary of the Bengal Branch of the Asiatic Society has asked you for a loan of the Gopathabráhmaṇa, to be used in the edition of this work, which is in progress in the Bibliotheca Indica.

5. Among the other books, I mention as particularly interesting the Gaṇitashandha of the Vásishṭha Siddhánta, the very old copies of the Mágha Kávya, and of the Smṛityartha sára, the newly-discovered commentary on that work by Vallabha, the piece of Ekanátha's commentary on the Kirátárjuníya, and the fine old manuscripts of the Mahábháshya, which however is, unfortunately, not complete.

6. Since I have been in Surat I have received almost daily offers of manuscripts, and I feel confident that during this year I shall be able to make both large and important additions to our collection.

7. Since the end of the travelling season I have begun to print a portion of the large Catalogue of Sanskṛit Manuscripts obtainable in Gujarát, which had been prepared, under my superintendence, in 1869. The first fascicle, of which 140 pages has been printed, and which contains a list of the Vedic Manuscripts (about 1,500 in number), will appear at the end of the current or in the beginning of

the next month. As the Catalogue comprises about twelve to fifteen thousand manuscripts I doubt whether it will be advisable to print the whole. I should prefer to give selections only from the manuscripts of the common Sanskṛit works.

8. A good many of the minor and more remote towns in Gujarát, which are known to contain large Sanskṛit libraries, have not yet been explored, and it will be my care during this year to procure catalogues of the chief collections there extant.

9. I beg to annex my accounts and the list of books bought. Dr. Kielhorn has sent his accounts and list direct.

I have the honour to be,

Sir,

Your most obedient Servant,

G. BÜHLER,

Acting Educational Inspector, N. D.

Number.	Name of MS. in Roman character.	Author.	Subject-matter.	No of pages.	No. of lines in each page.	Samvat.	Where bought.	Remarks.
	Atharvaveda.							
1	Saṁhitátext, K. I.—X.	.....	Vedic Mantras ...	199	9	.....	Broach	Complete.
2	Ditto Káṇḍas XI.—XVIII. ...	.....	Ditto ...	191	8	.....	Ditto	XIV. 2.71*a*—75*a* & XVIII. 4.54*a*, —89*a* wanting.
3	Ditto Kánḍa XIX.	.....	Ditto ...	33	9	.....	Ditto	Complete.
4	Ditto Káṇḍa XX.	.....	Ditto ...	66	8	.....	Ditto	Ditto.
5	Padatext, Káṇḍas I.—XX.	.....	Ditto ...	435	8	1741	Ditto	Ditto.
6	Gopathabráhmaṇam púrvárdha	.....	Vedic sacrifices ...	75	9	152 *i. e.* 1552 or 1522	Ditto	Ditto.
7	Ditto uttarárdha	.....	Ditto ...	59	10	1795	Ditto	Ditto.
8	Vaitánasútram	.....	Ditto ...	48	8	.....	Ditto	Ditto.
9	Kaus'ikagrihyasútram	.....	Grihya sacrifices..	44	12	1740	Ditto	Ditto.
10	Saṁhitávidhivivaraṇam	.....	Commentary on the preceding..	48	8	1614	Ditto	Ditto.
11	S'aunakíyá chaturadhyáyiká	S'aunaka.....	On phonetics	13	9	1718	Ditto	Ditto.
12	Prátis'ákhyamúlasútram	.....	Ditto	6	10	1718	Ditto	Ditto.
13	Máṇḍúkí S'ikshá	Máṇḍúkya	Ditto	13	11	.....	Ditto	Incomplete.
14	Bṛihatsarvánukramaḥ, Paṭalas I.—V.	.....	Index to metres and distiches ...	48	9	1647	Ditto	Complete.
15	Ditto Paṭalas VI.—X. and 2 leaves of Paṭala XI.	.....	Ditto ...	50	8	1767	Ditto	Incomplete.
16	Jyotisham	.....	Astronomy	14	10	1718	Ditto	Complete.
17	Á'pastambíyá Mantrapáṭhá	.....	Mantras for Grihya sacrifices.....	17	9	1826	Surat	Ditto.

18	Rigvedasaṁhitábháshyam Ashṭaka I. 1, 2; Asht. II. 1, 2.	Sáyaṇa	Commentary on Rigveda	529	11	1609	Ditto	Ditto.
19	Aitareyabráhmaṇabháshyam Panchiká, 1—2	Ditto	Commentary on Ait. Br.	14	14	.....	Ditto	Ditto.
20	Karaṇakamalamártaṇḍaḥ	Das'abala	Astronomy	11	12	.....	Ditto	Ditto.
21	Kirátárjuníyatíká, Sargas 17, 18	Ekanátha	Commentary on an epic poem	33	18	.....	Ditto	Ditto.
22	Kaivalyadípiká	Hemádri	Commentary on Vopadeva's Muktáphala	69	14	.....	Ditto	Incomplete.
23	Gotapravaramanjarí	Purushottama	On the Brahmin races	87	7	.....	Ditto	Complete.
24	Charaṇavyúhaḥ	.....	On the redactions of the Veda	6	10	.....	Ditto	Ditto.
25	Chintamaṇiḥ S'ábdakhaṇḍa	Jayadeva	Logic	118	10	1619	Ditto	Ditto.
26	Táṇḍyabráhmaṇam	.....	On Vedic sacrifices	280	13	.....	Ditto	Ditto.
27	Nrisiṁhachampúḥ	Kes'ava	Poetry	13	12	.....	Ditto	Ditto.
28	Páraskaragrihyasútram and Karkabháshyam I. 1—II. 14	Páraskara Karka..	On Grihya sacrifices	26	14	.....	Ditto	Incomplete.
29	Pushpasútram	.....	Sáma singing	63	9	1574	Ahmedabad.	Complete.
30	Bṛihannáradíyapuráṇam	.....	Puráṇa	158	9	.....	Ditto	Last leaf wanting.
31	Mághakávyam	Mágha	Epic poetry	73	12	1545	Surat	Complete.
32	Mághavallabhá, Sargas VI.—XX.	Vallabha	Commentary on the preceding	317	12	.....	Ditto	Ditto.
33	Málatímádhavachcháyá	.....	Translation of Prákrit passages in the Málatí Mádhava	19	11	.....	Ditto	Ditto.
34	Romakasiddhántaḥ	.....	Astronomy	28	10	New Copy.	Mahudhá	Ditto.
35	Vásishṭhasiddántaḥ ganitaskandhaḥ	Vasishṭha	Mathematics	36	10	Ditto	Ditto	Ditto.

Number.	Name of MS. in Roman character.	Author.	Subject-matter.	No. of pages.	No. of lines in each page.	Samvat.	Where brought.	Remarks.
36	Vásisṭhasiddhántaḥ goládhyáyaḥ	Vasishṭha	Geography	8	9	New Copy.	Mahudhá.....	Complete.
37	Vyákaraṇamahábháshyam, I. 1, II.—IV., VI. 3. 4., VII., VIII.	Patanjali.....	Grammar	639	12	1697	Ditto.....	Incomplete.
38	Sátapathabráhmaṇabháshyam, Káṇḍa I.	Sáyaṇa	Commentary on Bráhmaṇa	250	8	.....	Ditto.....	Complete.
39	S'ástrasiddhántalavasaṁgrahaḥ	Appaya Díkshita..	Vedánta	135	9	.....	Ditto.....	Ditto.
40	Sámavidhánabráhmaṇam	.....	Vedic rites	29	10	.....	Kapaḍvanj ...	Ditto.
41	Shaḍviṁs'abráhmaṇabháshyam, I. 1, III. 1, and V. 6	Sáyaṇa	Ditto	32	11	.....	Ditto ...	Incomplete.
42	Siddhasárasvatastotram, with commentary	Padmanábha	Devotional poetry.	13	14	.....	Surat	Complete.
43	Somayágas'astráṇi	.....	Mantras	42	8	New Copy.	Ditto	Ditto.
44	Smṛityarthasáraḥ	Lakshmídhara.....	Dharma	67	13	1496	Ditto	Ditto.
	Jaina Books.							
45	A'rádhanasútram, (Mágadhí and Gujaráti Ṭabá).....	.....	Dharma	7	16	.....	Ditto	Ditto.
46	Indriyaparájayastotram (Mágadhí with Guj. Ṭabá).....	.....	Devotional poetry.	9	11	.....	Ditto	Ditto.
47	Kalpasútradípiká	A pupil of Vimalaharshagaṇi	Dharma	152	12	1660	Ditto	Ditto.

48	Kalyaṇamandirastotram	.....	Devotional poetry.	3	9	.....	Ditto.....	Ditto.
49	Kriyáratnasamuchchayaḥ.....	S'riguṇaratna.....	Grammar	74	19	1510	Ditto.....	Ditto.
50	Gautamaprichchhávrittiḥ (Mágadhí and Sanskrit).....	S'rítiláka.....	Dharma	154	15	.....	Ditto.....	Ditto.
51	Nárachandrajyotisham	Nárachandra	Astronomy	13	9	.....	Ditto.....	Ditto.
52	Pratyákhyánabháshyam (Mágadhí)..	.....	.....	11	10	.....	Ditto.....	Ditto.
53	Vipákasútravrittiḥ	Abhayáchárya ...	Dharma	20	13	.....	Ditto.....	Ditto.
54	Vítarágastotram	Hemachandra.....	Devotional poetry.	9	11	.....	Ditto.....	Ditto.
55	Upásakadas'ángasútram	.....	Dharma	.....	.....	.....	Ditto.....	Ditto.
56	S'ríbhagavatísútram (Mágadhí)	.....	Ditto	371	15	1620	Kapadvanj ...	Ditto.
57	Samarasaraṇam	.....	Ditto	2	23	.....	Surat...	Ditto

ROYAL ASIATIC SOCIETY OF BOMBAY BRANCH LIBRARY

Poona, February 1st, 1871.

To J. B. PEILE, Esq.,
Director of Public Instruction.

SIR,—I have the honour to forward to you herewith an account of the money spent on the purchase of Sanskrit Manuscripts &c. since July last, and a Remittance Transfer Receipt for the sum of Rs. 177-7-5, being the balance of the sum of Rs. 403-8-5 of which I had charge on July 1st, 1870. (See Report of the Director of Public Instruction for 1869-70, Appendix H, page 376).

2. The manuscripts which were purchased by me have been deposited in the Library of the Deccan College, and Mr. Joshi, the Senior Dakshiṇá Fellow, has charge of them. Their small number is accounted for by the fact that only very few manuscripts are to be met with in this part of the Bombay Presidency of which copies have not yet been taken either by Dr. Bühler or myself. For rare and important works we now must look to Gujarát, and I am glad to hear from Dr. Bühler that since his return from Europe he has been able to procure many old and hitherto unknown works. All the manuscripts which my agent in Gujarát has been able to purchase since August have been handed over to, and been paid for by, Dr. Bühler.

3. The Catalogues which have been prepared by me and my assistants are deposited in the Deccan College, and I should be glad to work them up into one general catalogue on my return to India.

4. I would humbly suggest that the sum of Rs. 177-7-5, as well as the undrawn portion which is yearly allowed by Government for the Southern Division of this Presidency, should be made over to Dr. Bühler to be expended by him in the Northern Division.

I have the honour to be,

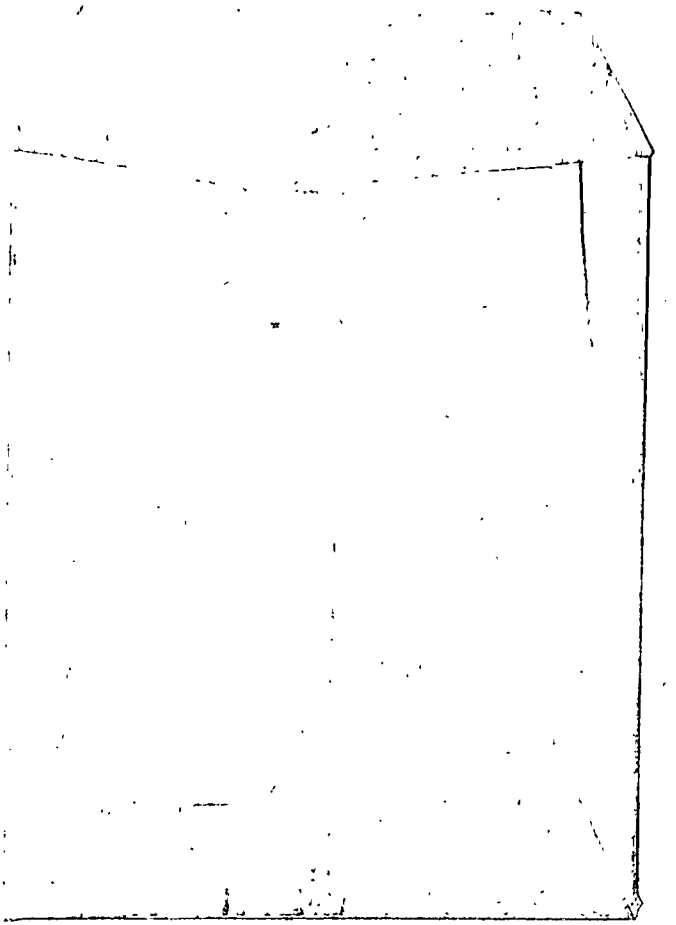
Sir,

Your most obedient Servant,

F. KIELHORN,

Superintendent of Sanskrit Studies.

00133323



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